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ABSTRACT

The California Special Education Paraprofessional Training Task Force conducted a survey to determine the role and utilization of paraprofessionals in special education and corresponding competencies required, the degree of perceived need for training, and desirability of developing a certification plan for statewide training in the state. A survey form was developed and sent to 50 administrators and program specialists, 120 teachers and resource specialists, 98 instructional aides, 66 parents, and 29 designated instructional service people. On over 80% of the sample, respondents agreed that aides should be required to have preservice, inservice, and on the job training; planned training programs for aides appeared to be minimal, infrequent, or not publicized; and certification and licensure was not supported by aides. Appendixes, which make up more than half the document, include a paper titled "Paraprofessionals in Special Education--The State of the Art--1979" by A. Pickett; job descriptions; state licensing regulations for Kansas, Texas, Louisiana, and Wisconsin; survey forms; sample letters; and California Title V regulation recommendations. (SW)

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A STUDY OF PARAPROFESSIONAL COMPETENCIES AND STATEWIDE TRENDS FOR TRAINING

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Prepared Under Grant No. 43-B354-81-3293-7100

California State Department of Education

California State Task Force for Special Education

Paraprofessional Training

De Anza College

June, 1981

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FOREWORD

The California State Task Force for Special Education Paraprofessional Training assumes all responsibility for the findings and conclusions of this study. These findings do not imply endorsement by the California State Department of Education or De Anza College.

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Executive Summary

Paraprofessionals are a relatively new addition to the Special Education staff. In the decade since they have been introduced into the classroom, the responsibilities of these paraprofessionals (Instructional Aides) have changed from simple housekeeping and clerical tasks to those of an instructional nature.

An examination of a cross-section of job descriptions for Special Education aides throughout the state indicates that their duties include assisting with the instruction of students in academic subjects, administering and scoring tests, implementing IEP's, administering medication under supervision, consulting with teachers and parents on student performance to a name a few. There are, however, few job descriptions that state specific training requirements for the paraprofessional. In many cases no training other than a high school diploma is required.

It has been the concern of many educators that paraprofessionals performing such duties are doing so with little or no training. Because of this concern and a desire to develop some standardized training requirements, it became imperative that a determination be made on present paraprofessional responsibilities, on competencies paraprofessionals should possess in order to carryout these responsibilities, and the current trends in training on a local level. In February, 1980, a State Task Force was formed to study these issues.

In order to gather this data, information was collected from educators (administrators, program specialists, teachers and paraprofessionals) and

parents of Special Education students. Data collection instruments were designed by the Task Force and field tested with more than 350 respondents, representing administrators, teachers, aides and parents. The final survey was conducted in nine school districts and one RLA throughout the state. The districts were representative of northern, central and southern geographic areas and also represented schools of urban, suburban and rural context as well as those serving all areas of handicapping conditions. The total number of responses was 364 (35 administrators, 15 program specialists, 120 special education teachers, 98 special education instructional aides, 29 designated instructional services personnel and 66 parents). From this data recommendations have been made about the necessity for some training standards and the amount and type of training needed.

Results showed that the respondents agreed that aides working with special children should receive training, that this training should consist of pre-service, in-service, and on-the-job training. Of 27 identified competencies that aides should possess only seven were considered unnecessary. The generic competencies that were agreed upon deal with knowledge of child development, handicapping conditions, laws related to education and confidentiality, the IEP process, roles and responsibilities, curriculum, and how to use behavioral objectives. Performance competencies also agreed upon were preparation of materials, carrying out teacher's lesson plans and following schedules, health and safety, classroom management, observing and recording educational information, performing housekeeping and clerical tasks and supervising non-instructional activities. Of the seven competencies that respondents did not approve, six would be considered professional responsibilities to be assumed by the teacher (giving and interpreting assessments, writing objectives, and determining when they have been met, participation in IEP meetings and conferring with parents). The

seventh competency, administering medication involves legal issues that seem to be unclear (educators disapproved, parents approved).

The issue of certification is a controversial one. Support for items concerned with this issue showed split support. The issues of career mobility and full time employment, however, showed support by most segments of the sample.

Recommendations by the Task Force, after analyzing all the data, include requiring aides to have some training prior to or during their first year of employment to meet the identified competencies. The Task Force also recommends that LEA's reevaluate their job descriptions and develop a career ladder for aides based on increased responsibilities with a corresponding increase in educational requirements.

In addition, the issue of certification should require further study. The economic implications for utilization of aides in a full time capacity should also be studied since the desirability of full time employement is indicated by the study.

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Introduction

In implementing any education program for children with special needs, one of the primary considerations should be the number and caliber of adults assisting these children. Teachers who are hired to develop programs for the handicapped must possess credentials that require years of training and field experience. Yet, it is impossible for schools to hire enough teachers to meet the needs of these children. The State of California has required that one credentialed teacher be hired for each twelve to eighteen handicapped children; but in the case of the severely or profoundly handicapped, it is often necessary to have one adult for every two or three children. Instead of credentialed teachers, schools have come to rely on the use of the paraprofessional or instructional aide. Fifteen years ago, when aides were initially employed to assist classroom teachers, their responsibilities consisted largely with housekeeping and clerical chores. However, gradually this responsibility has shifted so that, at present, more than 50% of an aide's time is spent on instructional activities.

Traditionally, these aides have lacked adequate training. While Special Education teachers in California are required to have 5 or 6 years' training before receiving credentials, aides, at present, are not required to have any certification or formalized training. According to the State Education Code, educational requirements are to be determined by the individual school districts, but few local districts require pre-service training of aides. In many cases, the only educational requirement stated is a high school diploma.

Educators must recognize that the roles of professionals and aides need to be clearly defined and that each should be trained to carry out the functions of that role. An aide assisting in an educational program, whether it be in a regular classroom or, most particularly, a special classroom, needs some specialized training. In order to maximize the efficiency of the instructional team (teacher and aide), the aide must be required to learn the skills necessary to do the job well.

There are certain competencies that aides, working with special children, need to acquire. Some of the competencies such as knowledge of child development theories, causes and characteristics of handicapping conditions that might be encountered, etc., can best be acquired through course work. Other competencies, such as organizing and implementing lessons, need to be developed through actual contact with children. In fact, it has been agreed that the most effective training would combine course work with on-the-job training where the aide has an opportunity to test theory in a real setting.

On a national level, there is interest in developing more standardization of competencies and training that better reflect the changing roles and responsibilities of the aide. Certification of aides in special education is a suggested solution to the inadequate and/or non-existent standards. In light of these trends, it is important that California have data which accurately reflect the attitudes of school administrators, program specialists, teachers, paraprofessionals, and parents of special education students concerning the issues of role, training, competencies and certification of paraprofessionals in special education.

It was because of these concerns that a group of special education educators and parents met in February, 1980, to form the California State Task Force for Special Education Paraprofessional Training. This Task Force was an

independent organization, each participant giving voluntarily of time, and was financially supported for travel expenses by the State Department of Education, Office of Special Education, Personnel Development unit.

The Task Force consisted of thirteen members representing local education agencies (administrators, program specialists, teachers, paraprofessionals, parents), Institutions of Higher Education (community colleges and four year colleges) and the State Department of Education. (Appendix I)

The mission of this task Force was as follows: "The mission of the California State Task Force for the training of paraprofessional in special education will be to develop a statewide model of training for special educational paraprofessionals."

A grant from the State Department of Education, Office of Special Education, enabled the Task Force to conduct this study for the purposes of determining research hypotheses related to its mission statement.

Purpose of the Study

Goals and Objectives

The primary goal of Special Education Paraprofessional Training Task Force is to develop a statewide model for training paraprofessionals in special education. In order to achieve this goal, the following objectives were established:

1. To provide research data to support the need for the training of paraprofessionals working in special education settings.
2. To establish uniform standards and competencies for paraprofessionals in special education.
3. To recommend appropriate settings for and ways to deliver training.

4. To explore procedures for implementing a statewide model of special education paraprofessional training and/or certification.

In order to accomplish these objectives, the Task Force determined the necessity of conducting a survey to determine the following:

1. The role and utilization of paraprofessionals in special education and corresponding competencies required.
2. The degree of perceived need for training.
3. The desirability of developing a certification plan for statewide training in the state.

The purpose of this project was to develop a data base from which recommendations could be made toward the development of a statewide model for paraprofessional training in special education. A survey was conducted with a random sample of 364 persons selected from administrators, program specialists, teachers, paraprofessionals, and parents.

Review of the Literature

The primary source of information concerning the paraprofessional in special education comes from the National Resource Center for Training Paraprofessionals in Special Education, New Careers Training Laboratory (N.C.T.L.), City University of New York. Among the documents that N.C.T.L. (funded by the Bureau of Education for the Handicapped) has produced are those which review the history of the paraprofessional movement from a national perspective (Fafard, 1977), review of the "State of the Art" of paraprofessionals in special education nationally (Pickett, 1979), (Appendix II), and a report on the proceedings of a national task force meeting to

explore certification (Hodgson 1979). The review which follows will summarize the findings of these papers as they relate to the purposes of this project.

Utilization, Roles and Responsibilities

The utilization of paraprofessionals in special education has been documented as early as 1957 (Cruickshank and Haring, 1957). Since that time the role of the paraprofessional in special education seems to have evolved from one involving nonteaching duties such as materials preparation, housekeeping and supervision to one that includes direct instruction of handicapped children to improve the delivery of individualized instruction (Fafard 1977). Implementation of the I.E.P. mandated by PL 94-142 has resulted in paraprofessionals being utilized to provide direct instructional services necessary to comply with the requirements for least restrictive enviornments and mainstreaming, while much of the teacher's time is devoted to planning, testing, objective writing and managing student learning activities (Hodgson 1979).

In 1979, the number of paraprofessionals in special education was approximately 80,000 nationally reflecting an increase of 53,000 since 1973 (Pickett 1979). In California alone there are currently over 11,000 paraprofessionals in special education according to the findings of the State Department of Education.

SB 1870 classifies paraprofessionals under instructional services personnel (Chap. 6, Art. 3). In several instances, this bill refers to qualified personnel both certificated and classified; however, qualifications for paraprofessionals are not stated. An examination of job descriptions in three different school districts in the state describe responsibilities that in each instance include assistance with the instructional program. (Appendix VI)

The Santa Clara County Superintendent of Schools describes responsibilities for Learning Handicapped Aide as follows:

> The Aide in the Learning Handicapped Program will assist teachers by providing individual or group assistance to students in academic activities: assist students in acquisition of sensory perception, daily living, communication and pre-vocational skills....consult with teachers and program staff regarding individual and group educational and behavioral goals and objectives and implement programs designed to achieve these goals.
>
> Educational requirements for this position are not stated.

Representative duties of an Instructional Aide--Special Education in the Huntington Beach Union High School District are as follows:

> Serves as a teacher's aide with physically handicapped, learning handicapped or severely handicapped students, individually or in small groups to tutor, reinforce or follow up on learning activities; assists by guiding students or by providing an example in a variety of school-related areas: physical development and fitness, personal hygiene, academic learning, vocational skills and is often assigned to do more indepth instruction in one of these; helps students to learn how to sequence tasks; in accordance with established guidelines, uses teacher's methods as a pattern to individualized instruction by matching instruction to needs of each learner.
>
> Education equivalent to a high school diploma is required.

In the Sacramento City Schools, paraprofessionals are classified according to a career ladder. Examples of duties for an Instructional Assistant II are as follows:

> Identifies and organized reference and resource materials; assists individual or small groups of children in the use of the library; supervises individuals and small groups of children in practice activities, such as spelling and mathematical drills; sets up materials needed for each activity of the day; assists children in the use of educational games; supervises children at assemblies, programs, class parties, and athletic contests; assists children at listening-speaking center; assists children in all learning activities either individually or in groups; becomes familiar with curriculum content of grade level; becomes aware of developmental growth in children and gains an awareness of individual differences in behavior likely to be encountered in the classroom.

Educational requirements for this position are two years of college level work (60 units).

It is apparent that even though job responsibilities for each position are similar, job qualifications are not.

Training

The type of training provided nationally has been through community colleges and/or in-service training by a state educational agency or LEA. The community college programs have typically involved theoretical coursework with practical experience with handicapped children. Instruction is provided in specific instructional techniques appropriate for handicapped children (Fafard, 1977).

The length of time may vary from two years in an A.A. degree program to as little as two weeks. (Fafard 1977)

Throughout the country, training for aides is rarely compensated by career advancement according to Kaplan (1980). Few districts have any kind of plan for which their aides will get financial rewards for training taken. As Kaplan states, "The only certain path to advancement for a paraprofessional in special education is to become a teacher, and even at that level employment is by no means certain."

Most states do not have statewide models for training. Kansas is the only state to have a director of paraprofessional programs (Pickett, 1979). Pickett summarized the current status of training as follows:

> As more services and educational programs become available for the handicapped the providers of the care, whether directly educational, therapeutic or highly specialized, must have training and knowledge of their fields suitable to the requirements of their jobs. This especially true of paraprofessionals, the fastest growing, yet least prepared group in the system of service delivery in special education.

Certification

What constitutes certification apparently varies greatly from state to state. Pickett, (1979) reports that eight states have certification procedures that apply to all paraprofessional personnel in the public school system. Kansas, Louisiana, and Wisconsin are the only states with certification/permit procedures for paraprofessionals working in special education. Eight states have "administrative guidelines" dealing with requirements for employment, roles, functions and in some cases training. Kansas, Louisiana, and Texas have specific references to paraprofessionals in their state laws. Louisiana has recently completed an extensive list of competencies divided into levels. (Appendix IV)

The National Task Force for Certification of Special Education Paraprofessionals identified fifteen basic areas of competence as minimal requirements for certification (Hodgson 1979). (Appendix V)

Reasearch Hypotheses

The following hypotheses are addressed in this research study:

1. Paraprofessionals in special education should receive substantial pre-service/in-service and on-the-job training in a wide variety of educational areas.
2. Paraprofessionals in special education play a viable role in the education of the handicapped students and in compliance with PL 94-142 which involves direct instruction of students.
3. Paraprofessionals in special education should have the advantage of a career ladder which provides members incentive for gaining additional training.

Methods of the Study

To accomplish the purposes of this study, a survey was designed and distributed throughout the State of California. The survey addressed the need for training required of instructional aides as well as competencies, career mobility, licensing, aide utilization and personnel policies relating to instructional aides in special education. Surveys are included in Appendix VI.

Survey Development

The procedures for developing the surveys were to request that the various committees of the Special Education Paraprofessional Training (S.E.P.T.) Task Force submit questions they would like to see included in the surveys. The research committee then formulated these items and combined them into a single questionnaire. Two forms of the survey were developed. The educator form and parent form were different only in that technical items and questions concerning time utilization were omitted from the parent form. The surveys were then reviewed by the entire task force and changes were made. These surveys were finally reviewed by the consultant to the Task Force.

The final form of the survey contains descriptive information about the respondents (Items 1-9). For Items 10-37 which deal with competencies and Items 46-64 which deal with all other categories, respondents were to reply strongly agree, agree, disagree, strongly disagree and don't know.

Field Test

Three hundred forty two surveys were distributed to school districts representing the Northern, Central and Southern parts of the state as well as selected parent and professional groups. These surveys were given to the Executive Board of the Orange County Council on Exceptional Children, the Board of TASH (Team of Advocates for Special Kids) a parent group, a CAC Region I, Santa Clara County, the annual AAMD conference, the state CEC Conference, and a workshop for aides from Santa Clara County sponsored by the De Anza College Instructional Aide Association. In all, 53 professional educators, 262 aides and 27 parents participated in the field study.

Comments were requested of the respondents concerning the clarity and importance of the items.

These problems were then remedied and the final draft of the questionnaire was prepared.

Subjects

Surveys were received from 50 administrators and program specialists, 120 teachers and resource specialists, 98 instructional aides, 66 parents, 29 designated instructional service people, and one uncoded for a total of 364 respondents. Table I shows how this distribution was grouped for analysis.

TABLE 1

Sample Distribution By Title

	Administrators(1)	Teachers(2)	DIS	Aides	Parents	Uncoded Ed	Total
No.	50	120	29	98	66	1	364
%	15.5	33	8	26	17	.5	100

1. Including Program Specialists
2. Including Resource Specialists

Subjects were representative of school districts in the northern, central and southern parts of California. The composition of the school districts was also considered; therefore, respondents were representative of northern urban, northern suburban, northern rural, central suburban, central rural and southern urban, southern suburban, and southern rural. In Table 2 and Table 3 the sample distribution by geographic location and district composition is shown.

TABLE 2

Sample Distribution by Geographical Location

	Northern	Central	Southern	Total
No.	138	84	142	364
%	38	23	39	100

TABLE 3

Sample Distribution by District Composition

	Urban	Surburban	Rural	Uncoded	Total
No.	67	158	135	4	364
%	18	44	37	1	100

In addition, an attempt was made to locate respondents who were associated with the following handicapping conditions: (1) learning handicapped, (2) communicatively handicapped, (3) physically handicapped, and (4) severely handicapped.

In Total, 480 surveys were distributed and 364 were returned. This reflected a 75% return rate.

Survey Distribution Procedures

The following school districts, county offices of the superintendent of schools, and one R.L.A. were included in the sample:

Escondido Union School District
Fresno County Department of Education
Humboldt County Office of the Superintendent of Schools
Los Angeles County Office of the Superintendent of Schools
Merced RLA
Oakland Unified School District
Orange Unified School District
Palo Alto Unified School District
Riverside County Office of the Superintendent of Schools
Shasta County Office of the Superintendent of Schools

These were selected randomly within the geographic and community composition constraints indicated above. The districts selected were approved by the State Department of Education.

Each group of respondents received a letter from the Assistant Superintendent of Public Instruction, Office of Special Education and the principal investigator (Appendix VII). Each group representative distributed the survey in accordance with the guidelines set forth in the letter to insure that the various roles within the special education delivery system would be represented. The follow-up letter and letter of appreciation are contained in Appendix VII. Appendix VIII contains more specific survey distribution procedures.

Analysis of the Data

The data was analyzed by the computer. Frequency distributions and cell percentages were obtained when Items 1-9 of the survey were cross tabulated with the rest of the items. Further breakdowns were made to divide parents, professional educators (administrators, program specialists, teachers, resource specialists and DIS personnel), and aides into three comparison groups. For ease in anlysis the strongly agree and agree were put

in one category, disagree and strongly disagree in a second category and don't know in a third. An additional category--did not respond--was added. Responses were considered in agreement when the frequency distribution exceeded 75%. Those between 50% and 75% were considered marginal and those below 50% were considered to be in disagreement. Findings of this analysis is contained in the following chapter.

Findings

Findings were grouped into the following categories: perceived need for training, competencies, career mobility, licensing, utilization of aides, and personnel policies.

Perceived Need for Training

There were 24 items which deal with training: Items 46-50 which deal with the preferred type of training; Items 65-72 which concern the amount of training aides should and do receive and the type of delivery system; Items 73-77 concerning which agencies should do training; Items 78 and 79 which concern the amount of training aides have and their educational background.

Nature of Training

Items 46-50 deal with the preferred nature of training: no training, pre-service, in-service, or on-the-job.

These items were included on both the educators' and the parents' survey forms. There was very little difference between the responses of educators and those of parents.

It was generally agreed by 80% or more of all educators and the parents that:

(Item 46) 1. Aides do need special training to perform the duties required of them (89%).

(Item 47) 2. Aides should be required to have some training before they are employed (84.5%).

(Item 48) 3. Aides should be required to attend classes, workshops, etc., after they are employed (85%).

(Item 49) 4. On-the-job training by the teacher(s) with whom the aide is working is not sufficient training (80%).

Table 4 gives responses of all respondents on each item detailed above.

TABLE 4

Nature of Training for Aides as Perceived by Total Sample

(n=364)

Item	Training	Agree %	Disagree %	Don't Know/Did Not Respd. %
46	No Training	8.5	89	3.5
47	Pre-Service	84.5	12	3.5
48	In-Service	85	10	5
49	On-the-job	15	80	5
50	Combination	85	11	4

Delivery Systems for Training

Items 65-77 deal with how much training is being or should be provided by school districts, the kinds of training being provided and agencies that should provide training.

These items were not included on the survey form for parents. The responses from all categories of educators (n=298) indicated that 85% agreed

that aides should recieve some training before actually working with students in their district or school (Item 65). The largest percentage (58%) felt that 5-30 hours was sufficient. Nineteen percent felt that 30-60 hours was needed and 6% felt that over 60 hours was needed. Only 7% felt no pre-service training was needed. Ten percent didn't know or did not respond.

Over 70% of the respondents (n=298) stated that aides had participated in some kind of training (Items 67-71). The kinds of training indicated are listed below in rank order.

Item 67	On-the-job training by teachers	95%
Item 68	In-Service	78%
Item 66	Orientation	72%
Item 69	College Courses	46%
Item 70	Other	5%
Item 71	Don't Know (or Didn't Respond)	12%

Only 37% of the respondents knew how much training their district was providing for instructional aides (Item 72). A further breakdown shows 27% provided 1-12 hours per year, 4% provided 13-24 hours per year, and 6% provided more than 24 hours per year. Forty six percent didn't know how much training was provided or did not respond. Seventeen percent of the respondents stated that no training was provided.

When the "None" category of Item 72 was broken down into responses by professional educators and aides, 13% of the professional educators as compared to 31% of the aides stated that no training was provided. In analyzing the responses to Item 72 in the "Did Not Respond" category of the entire sample, it is interesting to note that 24% of all administrators, 49% of all teachers, 31% of all aides and 59% of other personnel (DIS) did not know how much training was being offered.

Agencies for Training

On Items 73-77, the majority of all respondents (86%) felt that the local school districts would provide the best training for instructional aides. Community colleges ranked next with 59%. There was a small difference of opinion between professional educators and aides regarding the best agency to provide training. Respondents were requested to check all that apply. Responses by the entire sample, as well as professional educators and aides are compared in Table 5.

TABLE 5

Agencies to be Responsible for Training

Item	Agency	Total Sample (n=298) %	Prof. Educ. (n=200) %	Aides (n=98) %
73	State Department of Education	17	12	27
74	Local School Districts	86	90	78
75	Community Colleges	59	58	61
76	Four Year Colleges	15	15	15
77	Don't Know	11	10	13

Items 78 and 79 deal with the amount of training already received by aides and the highest level of education attained by aides. These items were responded to only by aides. Responses indicated that 85% of the aides had some training (Item 78). Over half (56%) of these had over 60 hours of training. Ten percent had 31-60 hours of training, and 19% had 5-30 hours of training. Fifteen percent had no training.

A review of the actual survey forms indicated that aides who had received a substantial amount of training (60+ hours) perceived a greater need for training than those who had received no training or a minimal amount of training (0-30 hours).

In Item 79, 83% of the aides responding had attended college. Of these, over half (53%) had some college below the bachelor's degree. Twelve percent had bachelor's degrees, 12% had teaching credentials and 6% had completed some post-graduate work. Fourteen percent had high school diplomas and 3% had not completed high school.

Competencies

There were 27 competencies listed on the survey. These competencies were answered by all respondents. Categories were analyzed as Agree, Disagree, and Don't Know. Respondents who failed to respond to an item were not recorded in this area as the number was not significant (less than 2%). Table 6 shows the frequency distribution by percentage.

In cases where there was a discrepancy of 10% or more between professional educators and aides and/or parents on specific items, the results were reported between those three categories. Items 14, 16, 22, 35, 36 and 37 showed such discrepancies (See Table 7).

TABLE 6

Competencies by Percentage Distribution

(n=364)

Item	Competency	Agree %	Disagree %	Don't Know %
10*	Child Growth	97	2	1
11*	Special Education Laws	75	22	3
12*	Confidentiality	97	1	2
13*	IEP (Knowledge of)	94	5	1
14	Participation in IEP Meetings	52	41	7
15*	Roles & Responsibilities	98	1	1

TABLE 6 (continued)

Competencies by Percentage Distribution

(n=364)

Item	Competency	Agree %	Disagree %	Don't Know %
16	Assessment (Interpret)	34	62	4
17*	Curriculum	94	5	1
18	Give Tests	33	62	5
19*	Causes & Characteristics of Handicapping Conditions	95	4	1
20	Preparation of Teaching Materials	82	15	3
21	Carrying Out Lesson Plan	97	2	1
22	Administering Medication	52	41	7
23	Emergency Procedures	97	1	2
24	First Aid	76	17	7
25	Unsafe Conditions	95	3	2
26	Managing Behavior	96	4	0
27	Discipline in Groups	98	2	0
28	Following a Schedule	100	0	0
29	Observing and Reporting Student Performance	99	1	0
30	Observing and Reporting Health Information	93	4	3
31	Housekeeping Duties	85	12	3
32	Clerical Duties	94	4	2
33	Supervision and Non-Instructional Activities	88	9	3
34*	Knowledge of Behavioral Objectives	94	4	2
35	Determining When Behavioral Objectives Are Met	56	37	7
36	Writing Behavioral Objectives	16	76	8
37	Giving Information to Parents	25	72	3

*Items are knowledge competencies

TABLE 7

Competencies Where Discrepancies Occur

(n = 364)

Item	Competency	Agree %	Disagree %	Don't Know %
14	Participation in IEP Meetings			
	Educators	39	54	7
	Aides	68	27	4
	Parents	66	22	12
16	Interpret Assessments			
	Educators	28	77	2
	Aides	52	44	4
	Parents	49	43	8
22	Administer Medication			
	Educators	40	53	7
	Aides	60	33	7
	Parents	75	17	8
35	Determine Behavioral Objectives Met			
	Educators	48	49	3
	Aides	71	21	7
	Parents	59	24	18
36	Write Behavioral Objectives			
	Educators	8	87	5
	Aide	30	62	8
	Parents	20	62	18
37	Give Information to Parents			
	Educators	16	82	2
	Aides	31	64	5
	Parents	41	53	6

Knowledge Competencies

Competencies were anlayzed from the standpoint of knowledge and performance. Knowledge competencies were identified as those requiring some theoretical background for competence. Those items considered to be knowledge based deal with knowledge of child development (10), the laws as related to PL 94-142 and the California Master Plan (11), confidentiality (12), the purpose of the IEP (13), roles and responsibilities (15), curriculum (17), causes and characteristics of handicapping conditions (19), and how to use behavioral objectives written by the teacher (34). All others were identified as performance competencies, those which could be obtained on-the-job.

On all but one of the identified knowledfge competencies over 90% of the population sample responded that aides should possess these competencies. In only one area, knowledge of the laws as stated in PL 94-142 and the California Master Plan (11), did the sample show less than 90% approval. In that category, the distribution showed a 75% agreement.

Performance Competencies

In the performance areas there was wide variation of responses. There was 75% agreement of the respondents on the following items: preparing materials (20), carrying out teacher's lesson plans and following schedules (21 and 28), health and safety (34, 24, 25, 30), classroom management (26, 27), observing and collecting information on students (29), performing housekeeping and clerical tasks (31, 32), and supervising non-instructional activities (33). There was more than 50% agreement on Items 14, 22, and 35 dealing with participation in IEP meeting (14), administering medication (22), and determining when objectives have been met (35). All others (Items 16, 18, 36 and 37) were below 35% in agreement. These items deal with giving and interpreting tests (16, 18), writing behavioral objectives (36), and communicating with parents (37).

Competencies with Marginal Agreement (50-75%) A further analysis was made comparing the differences between professional educators, aides and parents on items which did not meet the 75% criteria. Only items showing a marked discrepancy have been included. (See Table 7)

On Item 14 (participate in IEP meetings), a breakdown of professional educators, aides and parents on this item showed that 39% of professional educators agreed, 68% of aides and 66% of parents agreed to this item.

Item 22 deals with administering medication. Forty percent of the educators agreed to this item while 60% of aides and 75% of parents agreed. On Item 35 which states that aides should be able to determine when behavioral objectives have been met 48% of educators agreed while 71% of aides and 59% of parents agreed to this item.

Competencies Under 35% Agreement Four items showed less than 36% agreement (Items 16, 18, 36, 37). On the issue of interpreting assessment tests (Item 16) 28% of educators agreed while 52% of aides and 49% of parents agreed. On Item 36 which deals with writing behavioral objectives, 8% of professional educators, 30% of aides, and 20% of parents agreed. On Item 37, dealing with giving information to parents, 16% of educators agreed, while 31% of aides and 41% of parents agreed.

Time Utilization

The actual amount of time an aide spends on specific activities (instruction, housekeeping, clerical, preparation of materials) and the amount of time aides should spend on these activities were analyzed (Items 38-45). Sixty-four percent of the respondents indicated that 51-100% of an aides's time was spent on instruction with children (Item 38). In addition, when asked how much time should be spent, 60% responded in the 51-100% category (Item 39).

Questions 40 and 41 deal with clerical tasks. Sixty-four percent of respondents indicated that 0-25% of an aide's time was devoted to clerical tasks. Item 41 showed similar results.

When asked how much time the aide spends on housekeeping tasks (Item 42), 75% responded in the 0-25% range. Sixty-five percent responded in the 0-25% range on Item 45.

Sixty-four percent of the respondents indicated that aides spent up to 25% of their time preparing material (Item 44). However, 52% indicated that is how much time should be spent on material preparation.

In all of the above categories, between 10% and 15% indicated either that they did not know or they did not respond on the amount of time aides do and should spend on these tasks.

Career Mobility

When job seniority, advancement and salary increases (Items 51-54) were tied to training, generally 80% of the respondents agreed that this would be a good idea. (Instructional aides agreed to these items more frequently than did educators). Parents generally agreed more frequently than did educators but were decidedly less enthusiastic about relating the specific issue of salary to training than were the other two groups. Table 8 shows opinions of the sample on career placement (Item 51), career ladders (Item 52), job seniority (Item 53) and salary increments for course work (Item 54).

TABLE 8

Opinions of Respondents on Career Mobility

(n=364)

Item	Topic	Sample	Agree %	Disagree %	Don't Know %
51	Career Placement	Educators	75	18	7
		Aides	86	12	2
		Parents	80	11	9
52	Career Ladder	Educators	77	14	9
		Aides	86	12	2
		Parents	79	12	9
53	Job Seniority	Educators	71	19	9
		Aides	83	15	2
		Parents	75	26	3
54	Salary Increments	Educators	81	10	9
		Aides	87	10	3
		Parents	72	17	9

Certification

The issue of certification (Items 55-57) for aides did not receive strong support in this survey (Table 9). Educators were divided on the issue with 46% agreeing and 42% disagreeing. Parents were more favorable with 55% agreeing and 26% disagreeing. It was interesting that aides were only 37% in agreement while 43% disagreed. Twenty percent of the aides and parents did not know.

Inservice requirements to maintain certification was most strongly supported by the parents (69% agree). Educators and aides were in agreement 48% and 49% respectively.

Licensing and legal protection received the highest frequency don't know response averaging 24%. However, approximately one-half of the respondents agreed that licensing would provide greater legal protection.

TABLE 9

Respondents' Opinion on Certification Issues

(n-364)

Item	Topic	Sample	Agree %	Disagree %	Don't Know %
55	Certification	Educators	46	42	12
		Aides	37	43	20
		Parents	55	26	19
56	Inservice to Maintain	Educators	48	39	13
	Certification	Aides	49	36	15
		Parents	69	17	14
57	Licensing for	Educators	48	29	23
	Legal Protection	Aides	43	34	23
		Parents	57	15	28

Aide Utilization

There was substantial agreement on Items 58, 59 and 61 (over 85%) that aides are cost effective, they facilitate placement of students into least restrictive enviornments and make it possible to provide students with more individual attention and instruction. There was general agreement (90% level) that utilization of aides in clerical roles allowed the teacher time for other responsibilities. (See Table 10)

TABLE 10

Utilization of Aides as Perceived by Educators, Aides and Parents

(n=364)

Item	Topic	Sample	Agree %	Disagree %	Don't Know %
58	Cost Effectiveness of Aides	Educators	85	5	10
		Aides	39	0	11
		Parents	71	8	21
59	Aides for Facilitation of Least Restrictive Environment	Educators	94	2	4
		Aides	95	2	3
		Parents	84	6	10
60	Performing Clerical Tasks to Provide More Teacher Management Time	Educators	86	12	2
		Aides	87	12	1
		Parents	95	3	2
61	Aides for Facilitation of Individual Attention	Educators	99	1	0
		Aides	99	0	1
		Parents	94	3	3

Personnel Policies

In Items 62-64 there was agreement (93% to 98% level) that full time aides provide consistency of service delivery to students. However, when asked if part time hiring procedures affected job performance, teachers and aides agreed (60%) while parents did not think it was as important (38%). (Data not shown in table.)

Summary, Conclusions, and Recommendations

Summary

On over 80% of the sample, respondents agreed that aides should be required to have pre-service, in-service and on-the-job training. On-the-job training, alone, is not sufficient to provide adequate training. There was a great discrepancy between the perceived need for training and the amount of training provided by school districts.

Respondents indicated that aides should participate in between 5 to 30 hours of training and that this training should be conducted by the local education agency or less preferrably the community college.

Aides are receiving more training than is being provided by the LEAs. However, this study did not determine the quality and/or content of this training. The professional educators' estimate of the actual training that is occurring in their districts is substantially different from the aides' perceptions.

Knowledge competencies for which some pre-service training or early in-service training is indicated are agreed upon by all segments of the survey sample. Most performance competencies showed a high level of agreement. On only three performance competencies was the sample split in their support. Each of these items was discussed in detail as to discrepancies between professional educators, aides and parents. However, after analyzing the

discrepancies, it would appear that none of the groups strongly support these items. On the other four items (giving and interpreting tests, writing behavioral objectives and conferring with parents) all groups disagreed.

Aides agree that career mobility should be related to training. Certification, licensing for legal protection, and educational requirements for licensing were not supported in the survey.

There was general agreement that aides facilitate individualized instruction and provide a cost effective delivery system in special education. Full time utilization of aides provided continuity in service delivery to students; however, parents do not see this as important.

Conclusions

Perceived Need for Training

There is a marked discrepancy between the perceived need for training and the amount of training being provided by school districts. Over 80% of the respondents agreed that training should be required for aides, but only 37% indicated that their district provides some kind of training.

In general, planned training programs for aides appear to be minimal, infrequent, or not publicized. Forty-six percent of respondents did not know what training was provided. As one aide stated, "The type of in-service training that I have observed was totally inadequate, poorly delivered, and poorly received." On-the-job training by teachers appears to be the only type of training provided by some districts.

There was a marked discrepancy between the amount of training that professional educators stated that aides were receiving and the amount that aides stated they were receiving. This discrepancy may be due in part to a

difference in interpretation of "training". It would appear that some professionals educators may have included on-the-job training in their responses, while aides did not.

Comments from both teachers and aides point to the discrepancies found in this study. The following are examples of these comments:

> (Teacher) Aides should be inserviced on a regular basis, receiving instruction in their specific field as well as information pertaining to various related and non-related educational fields.
>
> (Teacher) I believe that an aide should have a minimum of 2 years of college education or an equivalent amount of field experience. They should have college coursework in: child and adolescent psychology; human development; psychology of the handicapped child; and behavior management.
>
> (Teacher) If the aides are there just for maintenance purpose, it defeats the whole purpose of having an aide to provide better and individualized education for handicapped children. I feel the people, whether a teacher or an aide, who want to work with handicapped children should not only have special training, but also a special personality trait as well. These children need a very special interaction between the adults and the environment around them. There is only so much a teacher alone can do. The teacher and aide in special class are like two wheels of the train which have to move together in every way.
>
> (Speech and Language Specialist) The best aide training for the special class is with the teacher, on-the-job. With the large variety of programs in the various subjects it would be difficult to train a large group of aides prior to working...
>
> (Aide) On-the-job training is most beneficial because each child has different learning disabilities and until you actually work with that child, it's very hard to relate to his or her needs.

In districts where no training was provided, a large number of aides apparently had had some training before being employed by these districts or have obtained training on their own. However, there was no indication as to where the training occurred, the quality or the content of this training. The fact that 30% of the aides responding had bachelor's degrees, teaching credentials, or post-graduate work must also be taken into account. Aides who had received a substantial amount of training perceived a greater need for

training than those who had received no training or a minimal amount of training.

The local school districts ranked first as the agency for providing training for aides. Community colleges ranked second.

Competencies

On almost all of the identified competencies there was agreement by all segments of the sample. However, professional educators, aides, and parents disagreed on the issues of participation in IEP meetings. Professional educators disagreed with this item, while aides and parents both agreed, even though marginally. This question has been raised on a national level. Fafard (1980) has identified five levels of participation of the aide in the IEP process from no participation to team member participation. Fafard suggests that in order to facilitate maximum communication and use of resources, educators should encourage the full team concept. Factors limiting such participation, according to Fafard, include competency of the aide, state and local regulations, and a commitment to the team concept.

Aides currently participating in community college training programs have been questioned regarding the participation issue, and have, for the most part, expressed a desire to sit in on IEP meetings. They feel that this participation can have a twofold advantage. First, they can get valuable insight into the child, and secondly, they have an opportunity to share information about the child that they have gathered. Hence, as Fafard stated, the aides feel that the communication process will be enhanced.

Professional educators, on the other hand, feel that adding another person to the IEP team might prove intimidating to parents. Also, team meetings are often held during school hours and aides are needed to supervise

students during this time. When meetings are scheduled after school hours aides would have to be paid for their time adding to an alreayd tight budget.

The item concerning administering medication shows a marked discrepancy between educators and parents. It would appear that parents are not as concerned over this issue as educators are. Educators might be concerned with the legal implications of administering medications.

In determining when objectives have been met, the discrepancy lies between the professional educators and the aides. Perhaps the discrepancy appears because of the language used in the item. Aides might interpret this item, "determine when objectives have been met," as the ability to decide when a child has mastered an activity on which the aide has been working with him. Aides engage in this kind of informal evaluation process daily. Teachers, however, might interpret "determine" to mean a part of the assessment/evaluation process which they consider to be a professional responsibility.

On items dealing with assessment, both giving and interpreting tests, these items showed either marginal approval or disapproval. However, again there was discrepancy between educators and aides. This discrepancy raises the issue of aide attitude reflecting aide practice. It has been the experience of the investigators that aides are indeed engaged in administering and scoring educational achievement and criterion referenced tests (i.e. WRAT, PIAT, Brigance, etc.). However, interpretation of these tests is usually left to the professional. Educators obviously see both the giving and interpreting of tests as a professional responsibility. One teacher stated, "If teachers have the aides give tests, then we lose out on the diagnostic abilities of the teacher to note specific behavior in addition to the grade level scores." However, another teacher stated, "If an aide has the appropriate background, I

feel they should administer educational assessment and achievement tests, and give input into the interpretation of those scores."

It is apparent that the attitude of the educators carries over to writing behavioral objectives and communicating with parents. In the case of these two items, all segments of the sample disagreed that these should be aide competencies, and perhaps in practice they seldom occur. As one teacher stated, "I feel that the aide should be knowledgeable, have some college experience, have some impact to curriculum yet allow the credentialled teacher to conference and write the IEPs. The aide needs to know the objectives from the IEP, yet does not need to be involved with testing or parent SATs."

Since there is no clear cut approval on any of the above competencies, and there appears to be controversy on several, it should be concluded that the aide does not need to possess the competencies which showed disagreement. In fact, it is the consensus that aides should not be performing these duties.

The problem that has arisen on Items 38-45 concerns actual and suggested time spent on various activities (i.e. instructional, clerical, housekeeping, and preparation of materials), although most agreed that aides do and should spend over 50% of their time on instruction. It would appear that a more specific list of responsibilities related to instruction would give a better indication of those activities that aides are actually engaged in. While some respondents indicated confusion over these items, others indicated strong beliefs in relation to the general categories. The following are comments:

> (Teacher) Aides spend at least 90-95% time with students and do clerical, housekeeping, and preparing materials before school and after the children leave.
>
> (Teacher) I need her (the aide's) help during instruction time very badly...During the school day when children are present, she instructs. After and before school she helps with the other tasks.

(Aide) During the on-site hours with children, time is spent with them and their needs. Before and after school, time is spent in preparation.

Some educators, aides and parents made statements about the value of the instructional team. Their perception is that aides and teachers must work closely together for the greatest efficiency. Their comments are as follows:

(Parent) Ideally, the teacher and the aide should be partners. Some days sharing and trading the clerical and housekeeping tasks. The major part of both their time should be spent on individual and small group instruction.

(Parent) In order for my child to profit the most from her education, I would expect both the teacher and aide to participate in actual teaching to insure consistancy in her individual education. Clerical work should be done by clerical staff or other support staff.

(Program Specialist) Teachers and aides should share duties: instructional, preparation, housekeeping, etc. Teachers must make instructions and purposes of lessons clear to aides. Teachers should have responsibilities for paperwork and conferencing.

(Aide) I feel that team teaching is the reality of a good and efficient aide/teacher team. The kids need the double support and so do teachers (teachers and aides). Time is "kids" time when they are at school, and that time should be for teachers and aides. Therefore, all clerical, housekeeping and prep time is after school time. This can and should be for both teacher and aide to share.

Aides throughout the state are engaged in some kind of instructional activity for over 50% of their day. However, what those activities are is questionable. It would seem advisable to determine the specific activities that aides are engaged in before determining competencies they should possess. It is more difficult to analyze whether or not the suggested competencies are realistic in terms of the aides' job descriptions. Certainly they are carrying out lesson plans prepared by the teacher, but it is apparent that some are assuming actual teaching responsibilities. Some are also administering tests and some are administering medication. In fact, on some job descriptions, these duties are listed. However, since there seems to be overwhelming agreement on most of the competencies listed in the survey and

since these competencies keep appearing over and over again across the country, it would appear that the consensus is that aides are and should be performing the tasks that have been identified.

Another concern in analyzing the aide responsibilities is the apparent lack of more specific job descriptions. The following are comments by parents found in the survey:

> Establishing basic duties and responsibilities for aides might help teachers and aides know some guidelines.
>
> The quality of the aide hired is the important factor in determining whether they will be effective in the classroom/educational situation. There should also be a clearly defined guide as to role expected of the aide when hired.

Of the job descriptions found in Appendix III, most seem to be very general in nature. Some responsibilities listed include tasks that the survey sample disagreed with. There is also great variation among school districts. Even though job descriptions vary from district to district, job to job, there are common factors that are consistent as pointed out by this survey. There is a need for districts to re-evaluate their job descriptions for both aides and teachers so that each is clear about the responsibilities they assume.

Career Mobility

Aides agree that career mobility should be related to training. Additional training clearly provides an avenue to advancement in most professions. It is evident that the sample considers the development of career ladders and salary increments for coursework taken as incentives to career advancement in education.

Some districts such as the Sacramento City Schools have developed career ladders for aides. Each step on the ladder (there are four) requires additional training and provides for additional responsibilities to be assumed by aides. The entry level aide with minimal training performs simple clerical

and housekeeping tasks, while the fourth level, Instructional Assistant, which requires an AA degree, allows the aide to perform mostly instructional tasks. Kaplan (1980) describes a three level career ladder with corresponding responsibilities. From a national point of view, Kaplan has suggested that paraprofessionals should be provided with advancement opportunities in this manner.

Certification

The issue of certification and licensing is very complex. The fact that this was not supported by the aides in this survey is surprising. One possible explanation may be that aides fear they will be asked to get additional training with no clear guarantees of additional income. Educators may be threatened by a diluted professional statue, distrust of licensing agencies and a sense that it is unfair to ask underpaid aides to bear the expense of licensing procedures. The following are comments found on the survey:

> (Administrator) In our area, it is not feasible to require higher education or licensing for our aides. We do not have the financial resources to pay a salary commensurate with these requirements.
>
> (Parent) In the last couple of years, the state has required nurse assistant certification. I'm a RN and a teacher of the NA Certification Program. In nursing, certification of the aide gives me a basic expectation of aide's knowledge. However, the whole certification program has led only to more paperwork and less time for actual 'nursing' to be done by a professional nurse. Hope this won't be the case with teaching.
>
> (Parent) Instructional aides should very definitely be certified and training should be provided by the district. Many of the tasks they are being asked to do by teachers are simply tasks for which they are not qualified to do.

Utilization of Aides

The fact that aides support compliance with new requirements for least restrictive environments and individualized instruction is clear. Full time employment of aides is a strong desire of aides and teachers.

Personnel Policies

The following comment made by an aide responding to the survey, provides insight into the balance between training, full-time employment and adequate remuneration: "I feel the employment of the aides should be full-time. Right now, 3.5 hours per day is not satisfactory. The districts should make the position of an aide something on the line of 'Career Oriented'--then one can expect quality, dedication, and pride. The districts should give the training and make the aide continue training, so that pay increases, job position (elevated) can come about. Right now, no one but those who are holding down a second job can make a living from being an aide."

Recommendations

Results of this study showed that of 27 identified competencies, respondents agreed with 20 of them. These competencies have been divided into two categories: those for which knowledge is needed and those which require performance on the job.

Knowledge competencies require training that should take place in a setting other than the classroom in which the aide is employed. Pre-service training is preferable so that aides can assume job responsibilities immediately after employment. However, this would require that school districts establish some educational criteria before employment such as training through adult education or community college programs.

Less preferable would be the establishment of in-service training classes that would take place early in the job experience. These in-service classes should be designed to teach to the identified competencies. The administration of these classes would be through the local education agency or contracted to community colleges or consultants.

In January, 1981, the Task Force submitted to the State Department of Education a plan for training which included 10 of the 20 competencies. This plan was in the form of two Title V regulation recommendations to implement SB 1850 (Appendix IX). The content of the plan was to require resource specialist aides and special class aides to complete 30 clock hours of pre-service or in-service training to be completed prior to or within the first year of employment. In light of the findings of this study, it is evident that the sample agrees with these recommendations.

In addition to the pre-service/in-service training, an aide would be required to completed 100 hours of on-the-job training. In order to achieve proficiency in the identified performance competencies, it would be necessary for teachers working with these aides to complete some training in the utilization of aides and skills in evaluating performance on the job. Evaluation instruments containing these as well as any other competencies deemed necessary to work in a specific setting would have to be designed.

Districts will need to determine specific job related tasks that aides are performing and develop more accurate job descriptions. Job descriptions for teachers will need to be developed as well. Along with competencies aides need, a list of activities aides should not be engaged in should be developed. Based on the results of this study, there are some competencies that have been identified as those which aides do not need.

Additional studies should be conducted to determine the nature of the instructional, clerical, and housekeeping tasks that aides perform. The competencies should be expanded to include other generic activities for which aides need competence. These competencies should be prioritized.

The State Department of Education should designate one of its personnel to provide assistance to local education agencies in establishing training

programs. Whenever possible a combined community approach using all available resources should be sought. A network of LEAs, community colleges, four-year institutions and other community agencies should be established so that each knows what resources are available.

The model for training which the Task Force recommends consists of 30 clock hours of coursework to cover the following areas:

1. The role of the instructional aide as a member of an instructional team; the place of the aide in the educational system; an orientation to the school site; rules of conduct on the job; personnel information (3 hours).
2. The laws related to Special Education, PL 94-142, the California Master Plan; laws related to confidentiality; code of ethics; the IEP process; contents of an IEP (3-6 hours).
3. An overview of human development including normal child development and the causes and characteristics of handicapping conditions (3-6 hours).
4. An overview of behavior management; observing and recording behavior; task analysis; methods of reinforcement (6-9 hours).
5. Curriculum for specific handicapping conditions; materials used to implement specific skills--academic, language, perceptual motor, and social; preparation of materials (3-6 hours).
6. Communication skills; adult/adult, adult/child; planning (3 hours).
7. Health and safety including first aid, lifting and positioning where appropriate to the job (3 hours).

Using this model, trainers can design pre-service or in-service sessions flexible enough to provide for the specific needs of the aides they are training. Training can take place prior to the opening of school in five

six-hour sessions or combining two days in-service before school opens with 6-8 in-service sessions during the first semester. Another option would be to conduct the in-services throughout the year in 10-15 sessions.

Aides should be required to participate in training unless the district can certify that they have had prior training in the competency areas. They must be given released time or compensatory pay for attending these sessions. A plan should be formulated to show school districts that training can be economically feasible. Training should not be discounted on the basis of fiscal restraints. In-service should be on-going and not restricted to training for new aides. Programs should be developed that are appropriate and unique to the needs of aides. Aides should be involved in identifying these needs, and participate in the planning for continuing in-service programs.

School districts should consider re-evaluating the aide positions in their districts and develop career ladders that reflect a differentiation in job responsibilities. These career ladders would provide for advancement based on education and experience, not experience alone. A system of granting incremental credit for education received after employment should also be developed. At present, in most districts throughout the state, there is little incentive for aides to take further training as advancement is almost non-existent in their chosen career.

The issue of certification appears to be highly controversial and not strongly supported at this time. Additional study should be undertaken on the whole issue so that more conclusive evidence can be presented to support any major effort in this area in the future.

The value of the instructional aide in delivery of an educational program must be clearly weighed against the financial capabilities of the district.

Whether employment can be full time or part time is again a trade off between desired service and the finacial capability of the district. There is very little doubt that training and full time aide employment is educationally and professionally desirable.

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APPENDIX I

Appendix I

CALIFORNIA STATE SPECIAL EDUCATION
PARAPROFESSIONAL TRAINING TASK FORCE

Community Colleges (4)

Barbara McDonnell, Chairperson
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APPENDIX II

APPENDIX II

PARAPROFESSIONALS IN SPECIAL EDUCATION: THE STATE OF THE ART - 1979

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in Special Education/New Careers Training Laboratory
Center for Advanced Study in Education
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This paper is one of a series of monographs and reports available from the National Resource Center for Paraprofessionals in Special Education that address issues concerning the training and utilization of paraprofessionals working in public school and other educational programs for persons with handicapping conditions. For more information about these reports and other services available through the Center contact: Anna Lou Pickett, Center for Advanced Study in Education, Graduate School and University Center, City University of New York, 33 West 42nd Street, New York, New York, 10036.

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I. Introduction

This paper is one of the activities undertaken by the National Resource Center for Paraprofessionals in Special Education (NRC). The NRC is an activity of the New Careers Training Laboratory (NCTL), Center for Advanced Study in Education, Graduate School and University Center, City University of New York. It is funded by the Bureau of Education for the Handicapped, U.S.O.E.(Grant Number G 007 901 330).

A series of mutually reinforcing actions by the Congress, state legislatures, and various courts has created a whole new set of imperatives for educating persons with handicapping conditions.

The passage of PL 94-142, The Education for All Handicapped Children Act of 1975, and the Rehabilitation Act of 1973, especially Section 504, legislative mandates passed by nearly every state, and a variety of orders and decisions handed down by the courts have brought these imperatives into sharp focus. These actions are exerting profound pressures on the delivery of educational services and programs for the handicapped within public schools and other educational settings.

There are countless critical issues that must be addressed in order for all the mandates mentioned above to be implemented. The NRC is addressing one of the most crucial but least appreciated issues - the rapidly developing need for more and better trained paraprofessionals to work with the handicapped in educational settings.

The word paraprofessional has come to mean many things to different people, especially across the broad range of the delivery of human services. For the purposes of this work, we have defined the word paraprofessional to mean a person: (1) whose position is either instructional in nature or who delivers direct services to students and/or their parents; and (2) who serves in a position for which a teacher or another professional has ultimate responsibility for the design and implementation of individual education programs and other services.

Although this report does not deal with the changing roles of teachers it is impossible to talk about roles and responsibilities of paraprofessionals without addressing some of the new roles that are developing for teaching personnel. It makes no difference whether the teacher works in a "self-contained" classroom for the profoundly handicapped or in a regular classroom setting with handicapped children who have been "mainstreamed", today's teachers are not only educators but program design managers and supervisors. They are: (a) assessors of children's functioning levels; (b) collectors and interpretors of data; (c) participants in the preparation of the individual education plan (IEP); (d) designers of the program to fulfill the IEP; (e) classroom managers and implementors along with paraprofessionals, therapists and other support personnel; and (f) involvers of parents directly in all aspects of the child's education and training.

Throughout the last decade, the New Careers Training Laboratory has conducted a series of task analyses and observations in a variety of educational programs, settings and locales to determine what paraprofessionals do in the service delivery system. We have found that although they still run the audio-visual equipment, assist teachers in routine record keeping activities, monitor the playground and lunchroom, the paraprofessional is more and more a key member of the team who works alongside the teacher in the delivery of instructional services.

In addition to traditional educational programming and services for the handicapped, public schools are now providing early intervention and diagnosis, case management, vocational training, recreational programs, parent training, child find, and advocacy services. Paraprofessionals participate in the delivery ofeach of these services and, in some cases, are the primary provider of these services.

The National Resource Center has recently completed a survey of the special education directors in the 50 states, 5 territories, the District of Columbia, and selected institutions of higher education (IHEs) throughout the country. The purpose of the survey was to update information collected in 1973 and again in 1976 with regard to the deployment, training, and roles of paraprofessionals in educational programs for the handicapped.

Information for this study was gathered in the following ways: a) a mail questionnaire to state and territorial directors of special education; b) attendance at conferences and meetings

of professional organizations; c) site visits in several locales; and d) phone conversations with administrators and program managers at institutions of higher education and service delivery agencies.

II. Results of Surveys

The 1979 mail questionnaire to the state directors of special education was designed to ascertain the following information: 1) the number of paraprofessionals employed in special education programs; 2) the number of states reimbursing local education agencies for the employment of paraprofessionals in special education programs; 3) the number of states reimbursing local school districts for training paraprofessionals or providing training directly through a statewide training model; 4) the number of states certifying or licensing paraprofessionals in special education; and 5) the number of states working cooperatively with institutions of higher education to provide academic credits for paraprofessionals through inservice and pre service training.

A total of 56 questionnaires were mailed to all state and territorial directors and the District of Columbia. Of this total, forty-seven states and two territories completed the questionnaire or responded to a follow-up telephone call.

The results of this survey will be compared with the surveys undertaken in 1973 and 1976.

Table 1

NUMBER OF STATES AND TERRITORIES RESPONDING

	1973	1976	1979
States	48	39	47
Territories	4	2	2
District of Columbia	1	1	0
Total	53	42	48

The responses from the state directors of special education in 1973, 1976, and 1979 resulted in the following information as to the utilization of paraprofessionals in special education:

- In 1973, the number of paraprofessionals serving in public school programs was approximately 27,000
- In 1976, the number of paraprofessionals serving in public schools was approximately 46,000.
- In 1979, the number of paraprofessionals working in public schools is approximately 80,000, an increase of at least 53,000 in the six year period.

Table 2

STATE ESTIMATES OF NUMBER OF PARAPROFESSIONALS EMPLOYED IN PUBLIC SCHOOL PROGRAMS

Number of Paraprofessionals

	1973	1976	1979
0	1	1	0
1-50	11	1	1
50-100	7	3	3

Table 2 (cont.)

	1973	1976	1979
100-200	8	7	2
200-300	6	3	6
300-600	9	7	6
600-1000	3	7	6
1000-3000	5	4	12
3000-5000	0	5	4
5000-7000	1	2	2
7000 and above	0	0	2
No estimate	3	2	5
No response	2	14	7-
			(3 states and 4 territories)

Note: The number of paraprofessionals reported to be employed in public school programs for the handicapped is approximate for three reasons: 1) fifteen states that responded to the survey do not collect specific data on the number of paraprofessionals working in educational programs for the handicapped (eleven of the fifteen did, however, provide estimated numbers); 2) for the three states and four territories that did not respond to the latest survey, we have included in the current totals of paraprofessionals the figures from the 1976 survey. Thus, to the reported 78,000, we have added 2000 for a total of 80,000; and 3) although we asked for the number of paraprofessionals working in preschool and head start programs, state training schools and private school only three states reported on the number working in all three settings. They were Kansas, Massachusetts, and South Dakota. West Virginia, Ohio, and Oklahoma suggested we contact some of the larger LEAs in the state to determine the number of paraprofessionals. We conducted a phone and mail canvas of some of the districts. Those numbers are included in as actual figures and do not reflect the total number of paraprofessionals in the state.

While in 1973, only five states employed a thousand or more paraprofessionals, and none more than five thousand, by 1979 twenty states employed over a thousand paraprofessionals, eight of them employed more than three thousand.

Certification

In 1973, nine states reported that they had certification provisions for paraprofessionals. That survey and the one conducted in 1976 indicated that those certification procedures applied to paraprofessionals working in all phases of public school education with no special criteria for those employed in special education programs. (Wisconsin had criteria for special education paraprofessionals.)

In 1976, we found that no two states used the same definitions as to what constituted a certification procedure, therefore, what one state defined as certification may be termed "administrative guidelines for employment," or a permit-license system in another. What was true in 1976 is still true in 1979 with respect to a definition of the term.

In addition, there are no basic agreements on competencies and skills needed by paraprofessionals, role differentiations, job descriptions, opportunities for upward mobility or training needs on a state by state or regional basis within individual states.

Results of 1979 survey

- The following eight states have certification procedures that apply to all paraprofessional personnel in all public school programs. Alabama, Delaware, Georgia,

New Hampshire, New Mexico, New York, Ohio, Vermont.

- Kansas and Wisconsin are the only states with certification/permit procedures for paraprofessionals working in special education programs. Louisiana is currently developing certification standards for paraprofessionals working in special education. They are doing so in order to meet the mandates of state legislation.
- The following eight states have administrative guidelines that deal with requirements for employment, roles and functions and, in some cases, training. Illinois, Idaho, Iowa, Mississippi, Oregon, Pennsylvania, Tennessee, and Texas.
- At least three states have specific references with regard to paraprofessionals in their state laws. They are Kansas, Louisiana and Texas.

There are three other projects concerned with certification that warrant mention. The Bureau of Education for the Handicapped, USOE, has funded a one year project establishing a task force to explore certification/credentialing issues for special education paraprofessionals. Persons serving on the task force represent a broad range of agencies and organizations concerned with the use of paraprofessionals in educational programs for the handicapped. They include community colleges, four year institutions of higher education, the American Federation of Teachers, the National Education Association, the Council for

Exceptional Children, the National Resource Center for Paraprofessionals in Special Education, the National School Boards Association, the National Association of State Directors of Special Education, paraprofessionals, and state and local education agencies.

The National Institute of Mental Health also has funded a project to investigate credentialing for mental health and other human service workers.

And, finally, the Developmental Disabilities Office, DHEW, has funded a project of national significance to develop career ladders and a training model for the (re)training of direct service workers in community based programs for the developmentally disabled.

The work and activities of these three projects indicate that while there are separate and unique problems and issues with regard to the use, credentialing, and training of paraprofessionals in public school programs and community based programs for mental health and the developmentally disabled, there is a broad range of commonality of purpose that must be linked together to avoid gaps in services for all handicapped persons. Staff of the National Resource Center are involved in all three projects, serving as a Task Force member of the first, an Advisory Committee member of the second, and the third is conducted by the Director of the National Resource Center.

Reimbursement

In 1979, twenty states reported that they reimburse local education agencies for the use of paraprofessionals. This reimbursement is usually in the form of subsidy for salaries. In some cases, states reimburse for the total costs of a school district.

Twenty-five states do not directly reimburse local school districts for the use of paraprofessionals. For the most part, these states reimburse school districts based on per pupil costs. The local district then decides how the money will be allocated in order to meet the mandates of PL 94-142 and state legislation. Alaska, Hawaii, and the territories operate as single school district units.

Training

In 1973 and again in 1976, we found that most states did not have a statewide model to train paraprofessionals to work in educational programs for the handicapped nor did they reimburse local education agencies to carry out the training. Indeed, most paraprofessionals were not trained at all and, if they were, the training rarely prepared them to work in the classrooms as educational assistants. Rather, it dealt with administrative and clerical issues.

Another important fact we found in 1976 was that although there were approximately 75 two-and four-year institutions of higher education training paraprofessionals to work in classroom and other educational settings for the handicapped, most of them had little or no contact with the public schools and other agencies

serving handicapped persons. Indeed, many state and local education agencies were not aware of the training resources available to them through their local institutions of higher education. In essence, there was little cooperation and coordination and the training models that were developed did not necessarily meet the needs of either the paraprofessional or the service delivery agency.

In the 1979 survey, we found that more states and local education agencies are developing training models and collaborative efforts with institutions of higher education. Yet, despite this increased interest in both use and training of paraprofessionals to work in public school programs for the handicapped, most of the 80,000 plus paraprofessionals remain under-prepared and therefore under-utilized in the delivery of quality services to the handicapped.

Kansas is still the only state to have a director of paraprofessional programs.

In 1979, the Bureau of Education for the Handicapped funded forty-one projects directly concerned with the training of paraprofessionals. Thirty-nine are pre-and inservice training models and two are projects of national significance (the NRC and the Taskforce on certification).

In 1976 and again in 1979, we found that IHEs, SEAs, or LEAs were not addressing the question of training administrators, teachers, or therapists to more effectively use paraprofessionals in classrooms or non-instructional programs such as child find or parent training.

In 1976, Kansas, Indiana, Arizona and Pennsylvania had state-wide models to train paraprofessionals.

The Pennsylvania model trained all personnel working with the severely/profoundly handicapped.

The Kansas Facilitators Model is based on a trainer of trainers model. Efforts are now underway to develop cooperative efforts with community colleges in the state.

The Arizona model was designed by the State Department of Education to train all special education personnel and is available to LEAs upon direct request. The Arizona model includes an option to gain academic credit for the training. This is done cooperatively with Northern Arizona State University.

The Indiana model is a decentralized model with the teacher serving as trainer of the paraprofessional. The most important feature of Project ASSIST is the training materials developed as an integral part of the project.

In 1979, we found that in addition to the above mentioned models, Idaho is developing a statewide trainer of trainers model. Louisiana is developing a model in cooperation with Louisiana State University to meet legislative mandates, Tucson, Arizona has an extensive inservice model and is now working through Pima College to make academic credit available to paraprofessionals who wish to obtain an A.A. degree. Alaabama is working through community colleges to make a mandated 30 hours of preservice training for paraprofessionals more readily available and more standard. The North Carolina State Department

is working directly with the community college system and a BEH funded training project. Massachusetts has held exploratory meetings with regard to developing a statewide model in cooperation with the community colleges in the state. In Vermont, paraprofessionals are trained by professionals in the classroom. And finally, the Hawaii State Department of Education and the Leeward Community College have a cooperative project to develop a series of courses to train paraprofessionals working in special education classes.

Professional Organizations:

Several professional organizations are now addressing the use, training, and credentialing of paraprofessionals. The American Occupational Therapy Association, The American Physical Therapy Association, The American Speech and Hearing Association, The Council for Exceptional Children, The Association for the Severely Handicapped, The American Association for Mental Deficiency, and The American Association for the Visually Handicapped have either established criteria for credentialing and training needed by paraprofessionals or have discussed them at their annual meetings, conferences, and in committee.

III. Summary of Data:

- There are more than 80,000 paraprofessionals working in public school programs for the handicapped. This represents nearly double the number found in our 1976 survey and triple that found in 1973. These figures do not include paraprofessionals working in

pre-school programs, private schools, or state training schools.

- In 1979, eleven states reported that they have or are developing training models for paraprofessionals, up from four in 1976. Several local education agencies are also developing training models.
- Most states still report that they have no coordinated statewide plans for providing inservice training to paraprofessionals nor as a general practice do they reimburse local school districts to enable them to do so.
- In 1976, approximately 75 institutions of higher education, the overwhelming majority of which were two year colleges, were providing pre-and inservice training to paraprofessionals working educational programs. We have found thirty-two more programs that have been initiated in the last three years. This does not include programs that are primarily generic programs training human service workers.
- Both SEA and IHE programs are training paraprofessionals to serve as educational assistants, recreational assistants, child find and advocacy programs, parent trainers and therapy aides.
- Few post-secondary institutions or SEAs are providing training to teachers or administrators in how to more effectively utilize paraprofessionals

in the classroom or as community aides involved in child find, parent training or other nonclassroom based endeavors.

- There are no regional or even state-by-state criteria for job descriptions, career ladders, competency specifications, employment or credentialing guidelines and only a few states are addressing these issues.

IV. Conclusions

Commitments have been made at federal, state and local levels to improve the quality and variety of services available to meet the diverse needs of persons with handicapping conditions within public school programs. New and improved services must be provided all within budgetary constraints. Expectations have been raised and yet all indications are that we are confronted with a promise/performance gap.

As more services and educational programs become available for the handicapped, the providers of the care, whether directly educational, therapeutic, or highly specialized, must have the training and knowledge of their fields suitable to the requirements of their jobs. This is especially true of paraprofessionals, the fastest growing, yet least prepared group in the system of service delivery in special education.

Meetings and conversations with local and state education administrators and representatives of IHEs confirm that the lack of clearly defined job descriptions and opportunities for career development and mobility have created problems in the

recruiting and maintaining of skilled paraprofessionals in special education. This lack also has made it difficult to: (a) develop a reliable needs assessment to develop the number of paraprofessionals needed to provide specific services for handicapped children and adults; (b) determine the actual competencies required for paraprofessionals working in a variety of educational service delivery systems, and, therefore, to develop training for them; and (c) create wider understanding than now exists of the differentiation of the roles and responsibilities of teachers and aides. These factors can and do lead to the ineffective use of personnel. One way to address these issues is to include representatives of community colleges on humanpower development committees along with representatives of colleges and universities to participate in these critical decision making forums on training for teachers and other professionals.

As the field grows, it will become necessary for school systems to go beyond training and placement and into an as yet only superficially explored subject: the necessity to develop incentives for paraprofessionals in the form of career ladders (promotion and upward mobility) as a means of easing the shortages in the ranks of teachers, therapists, and other professionals that exists in so many locales. A key to the development of this form of career development will be greater collaboration between state and local education agencies on the one hand and post-

secondary institutions on the othere in providing inservice training and access to academic credit.

The increased interest displayed by various professional organizations is having an impact on bringing about discussions of competencies and skills necessary for paraprofessionals working with persons who have special needs. This, in turn, is having an impact on the development of viable training models and the development of career mobility and advancement plans.

This study did not attempt to assess the effectiveness or the impact of paraprofessionals on the delivery of improved services to handicapped persons in the educational programs. Nor, have there been significant data-based studies that analyze various aspects of the effectiveness of utilizing highly skilled well-trained paraprofessionals in the broad range of educational programs. Much of the research that has been done is limited in nature and has had little impact on the field.

As we have noted, there has been a rapid growth in the utilization of paraprofessionals in special education. This growth, plus a greater deployment of paraprofessionals working in community based programs for the developmentally disabled and other handicapped persons, has brought into sharp focus the need for all service delivery agencies and systems - e.g., public, private, educational, recreational, vocational and residential - to develop broader areas of coordinated service delivery and training. This is particularly true in the development of a cadre of highly skilled committed paraprofessionals who can and do serve as valued team members in each of these settings.

APPENDIX III

PERSONNEL COMMISSION
OFFICE OF THE SANTA CLARA COUNTY
SUPERINTENDENT OF SCHOOLS
100 Skyport Drive
San Jose, California 95110

SPECIAL EDUCATION AIDE - LEARNING HANDICAPPED

	Range	Start	6 months	1½ years	2½ years	3½ years
Salary:	37					
	10 Month Assignments	$692.35	$724.60	$758.02	$792.58	$830.60
	12 Month Assignments	760.27	795.68	832.37	870.32	916.06

Definition:

Working within the framework of a mental health treatment setting, the Aide in a Learning Handicapped class will assist teachers and staff with academic or other learning activities and implement programs designed to modify student behavior; will relieve teachers of routine clerical and authorized instructional duties, and perform related tasks required.

Requirements:

The Aide in the Learning Handicapped program must be able to communicate effectively with staff, students, and others contacted in the course of work, and be able to speak, read, and write clearly and distinctly; have a knowledge of correct English usage, spelling, punctuation and grammar; an understanding of human development and the personal and social problems of children and adolescents; knowledge of principles of learning, motivation, and perception; ability to empathize with the special needs of emotionally disturbed students; ability to understand and follow oral and written directions; ability to work independently; ability to perform routine clerical duties; ability to direct group activities of students; ability to react with flexibility, creativity, and sensitivity to changing situations and needs; ability to work cooperatively with others.

Responsibilities:

The Aide will assist teachers by providing individual or group assistance to students in academic activities; assist students in the acquisition of sensory perception, daily living, communication, and pre-vocational skills; assist teachers in art, physpcal education, recreation, and fitness programs; consult with teachers and program staff regarding individual and group educational and behavioral goals and objectives and implement programs designed to achieve those goals; maintain routine records; collect observational data and provide feedback regarding students' behavior; accept direction from teacher concerning programs and materials to meet students needs; assist in establishing and maintaining an orderly physical environment; supervise students in play activities and on field trips; help students learn how to sequence tasks; and proctor examinations.

HUNTINGTON BEACH UNION HIGH SCHOOL DISTRICT
Huntington Beach, California
INSTRUCTIONAL AIDE - SPECIAL EDUCATION

Class Summary:

Under general supervision, in a classroom or special learning center, to instruct students individually or in groups in accordance with prescribed learning objectives; to act as an assistant to a teacher in performing assigned tasks which will make learning more effective; and to do other related work as required.

Representative Duties:

Serves as a teacher's aide with physically handicapped, learning handicapped or severely handicapped students, individually or in small groups to tutor, reinforce or follow up on learning activities; assists by guiding students or by providing an example in a variety of school-related areas: physical development and fitness, personal hygiene, academic learning, vocational skills and is often assigned to do more in depth instruction in one of these; helps students to learn how to sequence tasks; in accordance with established guidelines, uses teacher's methods as a pattern to individualized instruction by matching instruction to needs of each learner; supervises classroom, outdoor playground and field trip activities to direct students into safe activities and relationships; helps student relate to individuals and groups who are not handicapped; assists students to be self-reliant; types materials and prepares masters; operates duplicating machines; measures, cuts and counts supplies for projects; leads songs; gives instruction in how to dance, play games and participate in sports; administers first aid; performs incidental housekeeping tasks such as arranging objects, putting things away, cleaning tables, chairs and work areas; may instruct in a wide variety of activities such as gardening, phyiscal education, swimming, bowling, nature study may provide bus supervision under necessary circumstances; helps students learn to be aware of their personal appearance and how to take care of personal needs; may operate mechanical equipment such as orthopedic braces and supports or teaching devices; many assignments involve constant attention to protecting physical safety in a classroom whose members, because of the severity of their handicaps, are accident prone or could cause serious injury to themselves or others; when directed by the supervisor, may give medication according to doctor's prescription.

Organizational Responsibilities:

Positions in this class are assigned to assist Special Education Teachers in supervising, motivating, controlling, and training individuals with exceptional needs in classroom, workshop, lunch, play and field programs which encompass the total time these children are at school. During the school day, incumbents are required to be almost continuously present and responsible, with little or no free time. The number of students assigned is smaller than in regular classrooms. Clerical and typing duties are minimal.

Training and Experience:

Education equivalent to graduation from high school; and

Demonstrated experience in successfully working with children and young adults in a learning situation.

College level training is desirable, and incumbent employees are expected to avail themselves of specialized adult school or college courses in this field.

Knowledge and Abilities:

Practical knowledge of: the methods used in controlling and motivating adolescents and/or young adults; psychology in the care and handling of adolescents and/or young adults. Familiarity with recordkeeping, simple arithmetic, filing, and record-checking, and the general goals and purposes of public schools.

Ability to: learn simple methods and procedures to be followed in an instructional situation; follow oral and written directions, communicate effectively with adolescents and/or young adults; project a mature, constructive, stable, and healthy attitude in a learning environment; do simple clerical work; take responsibility for supervision.

Skills:

Typing; familiarity desirable; no speed test required.

Licenses:

A valid California Motor Vehicle Operator's License.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Sacramento, California
INSTRUCTIONAL ASSISTANT I

Definition:

Under general supervision of the classroom teacher, to perform varied paraprofessional services in the conduct of classroom activities, recreational activities, and routine clerical work.

Distinguishing Characteristics:

Positions in this class are normally filled by advancement from the class of instructional aide. The instructional Assistant I position represents the second step on the career lattice. Personnel in this position will assist in the preparation, organization, and implementation of short-term classroom projects identified by the instructor in charge. As proficiency develops, the instructional assistant I will function with a greater degree of independence.

Examples of Duties:

Prepares material for instruction by setting up and using audio-visual equipment and material, shows films, makes tapes, plays records, and prepares bulletin boards; assists with study trips, collects permission slips, and chaperones trips and excursions; writes headings and record of attendance on report cards, and records attendance and grades on Cumulative Record Cards; assists students in filling in headings and information on standardized tests, and proctors during testing periods; corrects standardized and objective tests; corrects student workbooks; arranges telephone appointments and parent conferences for teacher; reads and tells stories to individual children or small groups of children; and performs related instructional duties as required.

Minimum Qualifications:

Knowledge of: Correct English usage, spelling, grammar and punctuation; General office procedures, practices and equipment; Games, arts and crafts, and other activities suitable for children; Problems encountered in low-income communities especially as they pertain to disadvantaged students.

and

Ability to: Work cooperatively and harmoniously with students, teachers, and others contacted in the course of the work; Organize and supervise children in games, play, or other group activities; Keep records and make reports; Tutor individual and small groups.

and

Education: One year of college level work (30 accredited units).

ESCONDIDO UNION SCHOOL DISTRICT
Escondido, California
INSTRUCTIONAL AIDE - SPECIAL EDUCATION

Definition:

Under the direct supervision of a credentialed teacher, to provide assistance to the instructional program for educationally, mentally and/or physically handicapped students; to assist in the supervision of students at lunch or play; to relieve the teacher of routine clerical duties; to work with students individually or in small groups; and to perform other related duties as assigned.

Typical Duties:

Instructional Aides assigned to special education classes assist credentialed teachers in the instruction and supervision of students who have educational, mental and/or physical handicaps, including, but not limited to, epilepsy, hyperkinesis, autism, aphasia, emotional disturbance, blindness, retardation or deafness. A Special Education Instructional Aide prepares classroom materials; assists in the administration of teacher-made and/or standardized tests; corrects objective tests, workbooks and homework; works with students individually and in small groups in the presentation of instructional materials; operates audio-visual equipment; assists with supervision of students in the classroom, in the Learning Resource Center, on the playground, in the lunchroom, or on field trips; may supervise a class during the short-term absence of the credentialed teacher for emergency or other reasons; assists in sensory motor development and related activities; may assist in or personally handle the feeding and toilet activities of severely handicapped students; physically assists and/or restrains students as necessary; performs routine clerical and/or cleaning duties as assigned; may assist in the ordering of instructional materials; and performs other related duties as assigned.

Employment Standards:

Knowledge of: Basic principles of child behavior and development; of basic principles of human relations. Ability to read, write and speak English; to work cooperatively and effectively with students; teachers, staff, parents and the general public; to follow written and oral instructions; to perform basic arithmetical computations; to communicate clearly with both children and adults; to physically assist or restrain students as necessary; to learn the operation of basic office machines; to exercise judgement and discretion; to learn and apply basic first aide.

Experience: Prior experience (paid or volunteer) working with children with educational or physical handicaps is desirable. Specialized skills, such as signing with the deaf, or braille reading may be required for some positions.

Education: Equivalent to graduation from high school.

HUMBOLDT COUNTY OFFICE OF EDUCATION

BILL C. RICH
Superintendent

Instructional Aide

Job Summary

Under general supervision, in a classroom or special learning center, to instruct students individually or in groups in accordance with prescribed learning objectives; to act as an assistant to a teacher in performing assigned tasks which will make learning more effective; and to do related work as required.

Examples of Duties

Works with the students individually or in small groups to tutor, reinforce or follow up on learning activities; assists by guiding students or by providing an example in a variety of areas: physical development and fitness, communication, personal hygiene, academic learning, vocational skills and is often assigned to do more indepth instruction in one of these; helps students to learn how to sequence tasks; in accordance with established guidelines, uses teacher's methods as a pattern to individualize instruction by matching instruction to needs of each learner; supervises classroom, outdoor playground and field trip activities to direct children into safe activities and relationships; helps children relate to individuals and groups who are not handicapped; assists children to be self reliant; types materials and prepares masters; operates duplicating machines such as ditto and mimeograph; measures, cuts and counts supplies for projects; leads songs; gives instruction in how to dance, play games and participate in sports; administers first aid; performs incidental housekeeping tasks such as arranging objects, putting things away, cleaning tables, chairs and work areas; may instruct in a wide variety of activities such as gardening, physical education, swimming, bowling, nature sutdy; helps children learn normal oral speech patterns by helping them produce sounds, words and sentences; helps children learn to be aware of their personal appearance and how to take care of personal needs; may operate mechanical equipment such as orthopedic braces and supports or teaching devices; many assignments involve constant attention to protecting physical safety in a classroom whose members, because of the severity of their handicaps, are accident prone or could cause serious injury to themselves or others. When directed by the supervisor, may give medication according to doctor's prescription.

Distinguishing Characteristics

All assignments in this class involve working with children assigned to educational programs that are designed for special needs. A major portion of the time is spent instructing students. A minimum amount of time is spent in preparing materials or performing housekeeping activities. Although some assignments may involve teaching toward educational objectives, other than academic skills, all assignments involve the use of teaching techniques and instructional framework and various needs of the students; incumbents must exhibit a substantial degree of flexibility, sensitivity and creativity in the application of assigned policies and practices.

Employment Standards

Education and Experience

Graduation from high school or equivalent and one year of paid or voluntary experience working with children. Two years of college including at least one course related to teaching children such as psychology, child development, or education may be substituted for one year of experience working with children. Training or experience working with the handicapped is desirable.

BILL C. RICH
Superintendent

Knowledge of:

- Practical learning patterns and behavior;
- Elementary concepts of child development and of behavior characteristics;
- Personal hygiene and mental health practices;
- Reading and writing in English;
- Number concepts.

Ability to:

- Communicate with children and motivate them to participate in learning activities;
- Learn to teach in special subject matter areas or to teach children who have special learning needs by watching teachers or specialists;
- Maintain emotional control under difficult situations;
- Learn and adapt to new procedures and conditions;
- Apply knowledges and practices with judgement;
- Maintain a continuing relationship with the same students and staff over a prolonged period;
- Recognize hazards to safety;
- Learn laws, rules, practices and procedures related to public education for children and related to the program to which assigned;
- Perform routine clerical work;
- Speak distinctly in English or communicate in sign language;
- Supervise children in the classroom and out of doors.

Range a-E
CLASSIFICATION APPROVED
PERSONNEL COMMISSION:
8-1-78

032779:cs
041481:jj

ERNEST A. POORE
Superintendent

FRESNO COUNTY
DEPARTMENT OF EDUCATION
(209) 488-3307

JOB DESCRIPTION

NAME _____

TITLE OF POSITION Aide - TMR

PRIMARY FUNCTION

Provide direct assistance to teacher in assigned classroom. Supervise children in all areas of program. Assist in program planning and evaluation.

MAJOR DUTIES

The aide shall be responsible to the classroom teacher, the Principal, the Program Coordinator, and the Administrator of Special Education.

1. Provide continual supervision in all curriculum activities for children assigned.

2. Assist in defining training activities for children using the Behavioral Characteristics Progression (BCP) Program as directed by the teacher.

3. Assist in training children in a special day class as outlined on the IEP using BCP objectives, methods, behavior strategies, rewards as defined by the teacher.

4. Assist in preparation of creative learning experiences in six learning areas under the direction of the teacher.

5. Assist in control of pupil problems behaviors, behavior modification programs, and support classroom structure and environment in order to maintain optimum pupil control as directed by the teacher.

6. Assist and supervise with the layout, organization and clean up of class materials including instructional equipment, furniture, audio-visual equipment and any other supplies and materials designated by the teacher.

7. Contribute creative ideas, input, materials, and suggestions, in curriculum development, and curriculum implementation both for individual students and groups.

8. Observe behavior changes, health problems, aide ill or injured children, foster independence when desirable, and report all relevant observations to the teacher.

9. Assist teacher in organizing and maintaining a neat, uncluttered, sanitary, safe, and esthetically appealing classroom.

OTHER DUTIES

1. Maintain good communication with other staff members and administrators.
2. Adhere to schedules and duties assigned at school site.
3. Performs other special duties and building assignments.
4. Keep up-to-date by reading daily bulletin and bulletin board.
5. Participate as directed by the County Office in schedule inservice training meetings, and take advantage of workshops, and conferences to foster professional growth.
6. Maintain a cooperative attitude in working with other staff members, ancillary personnel and administrators.
7. Be aware of channeling concerns and problems through the proper channels.
8. Be sensitive about confidential matters concerning children, parents, school, and working relationships responding to those needs in a professional manner.
9. Provide leadership as needed when there are teacher substitutes, informing substitutes of classroom and building procedures, safety and health procedures, direct them to substitute kits, etc.
10. Be familiar with Fresno County School policies, and "House Rules."

OFFICE OF THE LOS ANGELES COUNTY SUPERINTENDENT OF SCHOOLS

INSTRUCTIONAL AIDE

Job Summary

Under general supervision in a classroom or special learning center, to instruct students individually or in groups in accordance with prescribed learning objectives; to act as an assistant to a teacher in performing assigned tasks which will make learning more effective; and to do related work as required.

Examples of Duties

- Works with the students individually or in small groups to tutor, reinforce or follow up on learning activities; assists by guiding students or by providing an example in a variety of areas: physical development and fitness, communication, personal hygiene, academic learning, vocational skills, and is often assigned to do more in-depth instruction in one of these;
- Helps students to learn how to sequence tasks;
- In accordance with established guidelines, uses teacher's methods as a pattern to individualize instruction by matching instruction to needs of each learner;
- Supervises classroom, outdoor playground and field trip activities to direct children into safe activities and relationships;
- Helps children relate to individuals and groups who are not handicapped;
- Assists children to be self-reliant;
- Types materials and prepares masters;
- Operates duplicating machines such as ditto and mimeograph;
- Measures, cuts and counts supplies for projects;
- Leads songs;
- Gives instruction in how to dance, play games and participate in sports;
- Administers first aid;
- Performs incidental housekeeping tasks such as arranging objects, putting things away, cleaning tables, chairs and work areas;
- May instruct in a wide variety of activities such as gardening, physical education, swimming, bowling, nature study;
- Helps children learn normal oral speech patterns by helping them produce sounds, words and sentences;
- Helps children learn to be aware of their personal appearance and how to take care of personal needs;
- May operate mechanical equipment such as orthopedic braces and supports or teaching devices;
- Many assignments involve constant attention to protecting physical safety in a classroom whose members, because of the severity of their handicaps, are accident prone or could cause serious injury to themselves or others;
- When directed by the supervisor, may give medication according to doctor's prescription.

Distinguishing Characteristics

All assignments in this class involve working with children assigned to educational programs that are designed for special needs. A major portion of the time is spent instructing students. A minimum amount of time is spent in preparing materials or performing housekeeping activities. Although some assignments may involve teaching toward educational objectives other than academic skills, all assignments involve the use of teaching techniques and instructional methods to reach goals established for each child.

Some positions in the various programs may require an incumbent to lift, move, or aid children in tasks which involve development of physical motor functioning, muscle education, and maintaining maximum functions, to achieve independence in walking, sitting, resting, eating, and control of major bodily functions. Because of the educational framework and various needs of the students, incumbents must exhibit a substantial degree of flexibility, sensitivity and creativity in the application of assigned policies and practices.

Employment Standards

Education and Experience

Graduation from high school, or its equivalent, and one year of paid or volunteer work (equivalent to 1000 hours) with children, or an equivalent period of work as a nurse's aide, physical therapy aide, or similar health care work, is required

OR

Completion of 30 college semester units, which includes at least one course related to teaching children, such as psychology, child development or education. Substitute Instructional Aides may be employed with some demonstrable experience on a paid or volunteer basis working with children such as Boy/Girl Scouts, school groups, physical therapy aide, church groups, etc. In addition to training or experience, working with the handicapped is desirable. These modifications are acceptable for Substitute Aides provided they also meet the minimum educational requirements and complete the standard recruitment and selection procedures.

Knowledge of

- Practical learning patterns and behavior;
- Elementary concepts of child development and of behavior;
- Personal hygiene and mental health practices;
- Reading and writing in English;
- Number concepts.

Ability to

- Communicate with children and motivate them to participate in learning activities;
- Learn to teach in special subject matter areas or to teach children who have special learning needs by watching teachers or specialists;
- Maintain emotional control under difficult situations;
- Learn and adapt to new procedures and conditions;
- Apply knowledge and practices with judgment;
- Maintain a continuing relationship with the same students and staff over a prolonged period;
- Recognize hazards to safety;
- Learn laws, rules, practices and procedures related to public education for children and related to the program to which assigned;
- Perform routine clerical work;
- Speak distinctly in English or communicate in sign language;
- Supervise children in the classroom and out of doors.

Special

Some positions may require the ability to lift children between the ages of 3-21 that weigh between 50-100 pounds (approximately) in order to move them to new locations.

DUTIES APPROVED
BOARD OF EDUCATION
May 29, 1973
Revised: February 8, 1977

NOV 4 '80

CLASSIFICATION APPROVED
PERSONNEL COMMISSION
May 24, 1973
Revised: January 18, 1977
September 21, 1978
August 21, 1980

Merced

4.17
2.8

INSTRUCTIONAL AIDE: RESOURCE SPECIALIST PROGRAM

JOB DESCRIPTION

The instructional aide assists the resource specialist in carrying out the instructional program by performing tasks not requiring the special skills of teaching personnel.

PRIMARY DUTIES

Arranges materials for classes; assists in arranging room environment, preparation and use of audio-visual materials, pupil seat work, as well as scoring objective tests. Records grades, keeps class records of all kinds, records information on cum folder. Supplements small group work. Assists with reading and storytelling, housekeeping chores, filing, and typing. Assists in pupil supervision and other tasks not requiring the special skills of teaching personnel.

The employee is to adhere to federal and state regulations, board policies, and related administrative regulations which pertain to the particular assignment.

SUPERVISION RECEIVED AND EXERCISED

The instructional aide works under the direct supervision of the principal and the general supervision of the resource specialist. Exercises no supervision.

DESIRABLE QUALIFICATIONS

Education	- Completion of the twelfth grade or equivalent combination of education and experience.
Experience	- No experience required.
Knowledge	- Record keeping and basic skills in reading and math.
Ability to	- Use good judgment and exercise tact and diplomacy in dealing with others. Use skill and accuracy in oral expression. Respect confidential matters. Relate to, understand, and work easily with learning handicapped students. Work accurately with figures; follow verbal and written directions; establish and maintain cooperative working relationships; and use good public relations skills.

EVALUATION

The principal, with recommendations from the resource specialist, shall evaluate the work of the instructional aide.

Legal Reference: California Education Code, Sections 45103, 45109
Policy Adopted: March 3, 1981

Merced

4.17
2.9

INSTRUCTIONAL AIDE: SPECIAL EDUCATION CLASSES

JOB DESCRIPTION

The instructional aide assists the teacher in carrying out the instructional program by performing tasks not requiring the special skills of teaching personnel.

PRIMARY DUTIES

Arranges materials for classes; assists in arranging room environment, preparation and use of audio-visual materials, pupil seat work, as well as scoring objective tests. Records grades, keeps class records of all kinds, records information on cum folder. Helps in library, manages collections of monies, supplements small group work, processes books and supplies. Administers first aid, if qualified. Helps on escursion trips. Assists with reading and storytelling, housekeeping chores, filing, and typing. Helps supervise playground activities at recess, in cafeteria before school and at noon, and bus loading. Assists in other tasks not requiring the special skills of teaching personnel.

The employee is to adhere to federal and state regulations, board policies, and related administrative regualtions which pertain to the particular assignment.

SUPERVISION RECEIVED AND EXERCISED

The instructional aide works under the direct supervision of the principal and general supervision of the teacher. Exercises no supervision.

DESIRABLE QUALIFICATIONS

Education	- Completion of the twelfth grade or equivalent combination of education and experience.
Experience	- No experience required.
Knowledge	- Record keeping and basic skills in reading and math.
Ability to	- Use good judgment and exercise tact and diplomacy in dealing with others. Use skill and accurace in oral expression. Respect confidential matters. Understand, relate to, and work easily with special education students. Work accurately with figures; follow verbal and written directions; establish and maintain cooperative working relations; and use good public relations skills.

EVALUATION

The principal, with recommendations from the teacher, shall evaluate the work of the instructional aide.

Legal Reference: California Education Code, Sections 45103, 45109
Policy Adopted: January 12, 1976
Policy Revised: March 3, 1981

OAKLAND UNIFIED SCHOOL DISTRICT

Location
FROM: Classified Personnel

INSTRUCTIONAL ASSISTANT - SPECIAL EDUCATION

Prime Job No. 925

DEFINITION

Under supervision in a Resource Center, Special Day Class, or in a variety of regular classrooms to assist the Resource Specialist Teacher, Special Day Class Teacher, or regular classroom teachers in the instruction of basic skills and behavior management for the purpose of helping handicapped student meet Individual Education Plan (IEP) objectives and do related work, as required.

EXAMPLE OF DUTIES

Exhibit an understanding of instructional and behavioral implications of the varying exceptionalities; demonstrate competency in constructing or adjusting instructional materials to accommodate varied learning modalities; demonstrate a working knowledge of multi-media approaches for the individualization of instruction; exhibit ability and knowledge for immediate care of exceptional individuals in a medical or emotional crisis; independently effect appropriate crises intervention techniquies; demonstrate ability to work independently under general supervision of teacher with individuals or groups of exceptional individuals; demonstrate ability to work cooperatively on a daily basis with a variety of adults: professionals, paraprofessionals, parents, and community members.

EMPLOYMENT STANDARDS

Education and Experience: High School graduation (AA degree and certificate for Special Education Assistant preferred); demonstrated ability to work with children or youth with exceptional needs; demonstrated ability to instruct handicapped students in the areas of basic skills development; typing desirable but not required.

General Knowledges and Abilities: In good physical health; able to work closely and patiently with and accept behavior exhibited by students with physical, mental and/or emotional handicaps; able to adjust to a reasonable amount of flexibility in a changing program; able to take orders and follow instructions independently and accurately which have been communicated either orally or in writing; proficient in oral and written English; able to perform basic arithmetic operations rapidly and accurately; proficient in manuscript printing; able to perform repetitive tasks with enthusiasm; able to maintain detailed records of students' needs and progress; and able to establish and maintain effective working relationships with students, parents, and a variety of adult paraprofessionals and community members.

12/1/80

INSTRUCTIONAL ASSISTANT
SPECIAL EDUCATION

CLASS SUMMARY

Under supervision - assists, trains and tutors Special Education students in classroom, work shop, group activity, as directed by a certificated teacher; provides intensive training and conditioning to individuals and small groups in learning personal responsibilities, manual tasks, and basic academic subjects; and performs related duties as required or assigned.

Representative Duties

Serves as assistant to the teacher(s) assigned, with a wide range of Special Education students, and assists in developing improved behavioral, emotional and attitude responses; assists with individuals and smaller groups in teaching self-worth, personal and physical responsibilities, manual tasks, elementary subjects, and such related conditioning as self-confidence, cooperation, and self-discipline; assists in teaching arts and crafts, preparing and serving foods, dishwashing, and similar manual activities; assists in workshop training of basic skills, such as custodial cleaning, sorting items, repairing furniture and clothes, ironing, and similar duties; assists in training for personal hygiene, taking care of personal needs, and developing basic self-sufficiencies; observes and records information about children's behavior and assists in developing constructive attitudes and general guidance; may record ratings and keep records; distributes and collects papers, supplies, and materials; assists in preparing displays and bulletin boards; decorates classrooms; oversees and supervises children during lunch, and recess; conducts organized games, recreation and physical exercise; drives small bus, takes students on field trips and supervises their activities while on planned outing; may perform routine clerical and typing duties.

Organizational Responsibilities

Positions in this Class are assigned to assist Special Education Teachers in supervising, motivation, controlling, and training TMR and similar students in classroom, workshop, lunch, play and field programs which encompass the total time these children are at school. The emphasis of training is to provide a complete set of positive experiences including basic self-care, emotional support and control, and rudimentary subject learning. During the school day, incumbents are required to be almost continuously present and responsible, with little or no free time. The number of students assigned is smaller than in regular classrooms. The nature and type of training emphasizes fundamentals and individual attention. Clerical and typing duties are minimal.

By District policy the class of Instructional Assistant is established to assist individual and small group classroom instruction. This class is therefore distinguished from other clerical classes by requiring emphasis on teacher-classroom student assistance, with minimal clerical or typing duties.

The kinds of students assisted are in such programs as TMR, EH, Aphasia, HOH, Multiple Handicapped, and other learning disabilities.

INSTRUCTIONAL ASSISTANT - SPECIAL EDUCATION (Continued)

ENTRANCE QUALIFICATION GUIDE

Training and Experience - Equivalent to:
Good general background and work history, including demonstrated experience in successfully working with children/students in a learning situation.
High School graduation is desirable.

Knowledges and Abilities
Knowledge of: English, grammar and vocabulary; basic arithmetic and arithmetic calculations; reading, both silent and oral.

Practical knowledge of: the methods used in controlling, motivating and tutoring children and students; psychology in the care and handling of children and students; methods for effective cooperation with teachers, staff and adults; methods for planning and working with instructional programs; methods for tutoring children and students of various age levels; methods for providing a proper learning environment.

Familiarity with: the general goals and purposes of public education; record-keeping, filing, and record checking;

Ability to: learn and apply proper methods and procedures to be followed in a variety of instructional situations; follow oral and written directions, policies and procedures; communicate effectively with children and students; assist in planning instructional programs and learning activities; project a mature, constructive, stable and healthy attitude in a classroom or similar learning environment; take responsibility for overseeing and supervising children; do simple clerical duties.

Skills
Bilingual/bicultural: Some positions may require proficiency in a second language, both oral and written, as measured by appropriate biliteracy test.
Typing: desirable, but not required.

CLASSIFIED JOB OPENINGS

PALO ALTO UNIFIED SCHOOL DISTRICT 25 CHURCHILL AVENUE, PALO ALTO, CALIFORNIA 94306 · TELEPHONE (415) 855-8022

PLEASE POST

AUGUST 10, 1978

THE PALO ALTO UNIFIED SCHOOL DISTRICT CURRENTLY HAS INSTRUCTIONAL AIDE POSITIONS AVAILABLE IN THE FOLLOWING SPECIAL EDUCATION DEPARTMENTS:

RESOURCE SPECIALIST AIDES, SPECIAL DAY CLASSES (SDC), SEVERE ORAL LANGUAGE (SOL), SEVERELY EMOTIONALLY DISTURBED (SED), PHYSICALLY HANDICAPPED (PH), EDUCABLE MENTALLY HANDICAPPED (EMH), AND HARD OF HEARING (SEE ATTACHED)

DEFINITION

Under general direction, to assist in planning and conducting classroom activities and in preparing educational materials, may tutor or teach individual students or groups of students under guidelines and supervision provided by the classroom teacher.

TYPICAL TASKS

Assists the classroom teacher in planning course of study and specific lesson plans, may teach individual students or groups of students under the guidance of the classroom teacher; supervises individual students or small groups of students in practice activities, such as mathematical and spelling drills; supervises students at assemblies, programs or during trips; assists students in reviewing homework assignments and test results; prepares instructional and visual aides, including posters, charts and stencils; arranges for and operates audiovisual equipment, orders textbooks and supplies and maintains an inventory of essential items; may attend meetings relating to curriculum content or student related problems.

EMPLOYMENT STANDARDS

Any combination of training and experience equivalent to two years of college-level work. (Completion of specific courses in a specialized area may be required.)

Knowledge of: instructional materials used at grade level, curriculum content and objectives, application of curriculum content as it applies to individual differences in the classroom, and methods and attitudes required to motivate and encourage student and parental participation in the total educational process.

Ability to: instruct and plan learning activities under the guidance of the classroom teacher; assume a high level of responsibility and independent activity; perform the degree of physical labor associated with the tasks outlined in this position description; deal effectively with a wide variety of personalities and situations requiring tact, judgment and poise; express oneself clearly, orally and in writing; supervise large groups of students; operate the mimeograph machine, typewriter and audiovisual equipment.

EQUAL OPPORTUNITY THROUGH AFFIRMATIVE ACTION
APPLICATION FORMS AVAILABLE IN THE CLASSIFIED PERSONNEL OFFICE

OFFICE OF RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS

4015 LEMON STREET • P.O. Box 868 • RIVERSIDE, CALIFORNIA 92502 • TELEPHONE (714) 787-2974

Don F. Kenny, Superintendent

Employment Opportunity

POSITION TO BE FILLED:	Instructional Aide Division of Special Schools and Services
APPLICATION DEADLINE:	Applications being accepted until positions are filled
LOCATION:	Throughout Riverside County*
SALARY RANGE:	$4.12 to $5.11 hourly
STARTING DATE:	Immediate upon selection
FRINGE BENEFITS:	For full-time employees, fully paid composite (employee and eligible dependents) health insurance and $10,000 life insurance coverage. (Prorated for part-time regular employees.)

SELECTION PROCESS:

Applications will be reviewed by a screening committee for satisfaction of minimum qualification standards. Those applicants evidencing the best qualifications, ten maximum, will be invited for a panel interview evaluation. The interview panel will provide the Assistant Superintendent with the top three candidates for final selection. All candidates will be notified in writing following final selection.

POSITION DEFINITION:

Under close supervision, to assist the teacher in the daily conduct of special classes for children with exceptional needs and to perform other related work as required.

Instructional Aide, Special Education, includes positions for the following classes: Aphasia, Autistic, Deaf/Hard of Hearing, Centers for Severely Handicapped, Multi-handicapped, Orthopedically Handicapped, Orientation and Mobility, Trainable Mentally Handicapped, Visually Handicapped.

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

Provides guidance, tutoring and reinforcement, and assistance to individuals and/or small groups of students based upon specific instructions of the teacher. Assists students in routine non-instructional activities such as clothing, eating, toiletry, recreational and transportational needs; assists in the preparation of teaching aides and devices; may perform lifting or other physical tasks as assigned; assists in the supervision of students; assists in operating classroom equipment as assigned; may be required to attend and participate in staff meetings; may perform a wide variety of related clerical duties as necessary.

(Continued on reverse side)

MINIMUM QUALIFICATIONS:

Demonstrated Knowledge/Skills/Abilities: Ability to understand the particular needs of exceptional children; to follow oral and written directions; to establish and maintain cooperative relations with teachers, staff, and parents; to demonstrated the ability to work effectively with exceptional children; to be flexible and adapt quickly to changing situations; ability and willingness to accept the responsibility for the safety and welfare of children with exceptional needs; ability to meet the lifting and physical requirements of the job. The ability to use Total Communication, Braille, or fluency in Spanish may be desirable in some positions, but not required.
Education: Graduation from high school or equivalent required. Completion of a course for instructional aides preferred.
Experience: Job related experience working with children with exceptional needs is highly desirable, but not required.

HOW TO APPLY:

Applications and further information may be obtained by contacting the Personnel and Employee Relations Department at address and phone number listed on reverse side.

Note: This recruitment may be utilized for future position vacancies through June 30, 1980.

*Some positions may be itinerant positions.

4-22-80

APPENDIX IV

APPENDIX IV

2. PARAPROFESSIONALS IN SPECIAL EDUCATION

DEFINITION

To follow the intent of K.S.A. 72-962, a paraprofessional is qualified...*to assist certificated teachers in the instruction of exceptional children*.... This individual, therefore, shall be referred to as an *instructional paraprofessional*.

The special education paraprofessional is a team member who works alongside the special education teacher. He/She not only frees the teacher from the more routine tasks of the classroom, but also serves as an effective part of the educational team. With differentiated responsibilities, he/she carries out the programs developed by the special education professionals. The scope of the definition described here and the paraprofessional section in general focus on the instructional paraprofessional who works with a specified teacher and is assigned to a particular classroom.

This definition also includes those paraprofessionals located in a public institution or other private facility who are providing assistance to the special education teacher in an accredited special education program. The standards for program approval shall remain the same for these settings as for the public school programs.

Paraprofessionals in Special Education Support Services

Because some special education personnel provide supportive or indirect services to exceptional students, the definition and duties of the paraprofessional in those areas, as described in this section, may not apply. Paraprofessionals may be approved in supportive services and qualify for special education reimbursement. For further, more specific role clarification of paraprofessionals in the special education support services, refer to the program area sections of SPEECH AND LANGUAGE, SCHOOL PSYCHOLOGY, SCHOOL SOCIAL WORK, and SPECIAL EDUCATION INSTRUCTIONAL MATERIALS CENTERS.

Paraprofessionals in Transporting Students

There are two instances in which a special education paraprofessional may be approved for assistance provided during the time students are being transported by bus to an attendance center. These include the following:

(1) Cases in which the student's physical needs are of a severe nature. Some severely multiply handicapped students have choking or seizure problems that require close monitoring by an adult.

(2) Cases in which the student's emotional behavioral needs are of a severe nature that constant adult supervision is necessary.

Local education agencies are encouraged in both cases to utilize these paraprofessionals also in the special education classroom to which they are assigned. Each of the above cases is subject to individual approval from the Special Education Administration Section.

Child Care Aides

This definition *does not* include those individuals who are referred to as *child care aides* and are employed for the primary purpose of performing such duties as playground or lunchroom supervision, office clerical tasks, attendance takers, lunch and milk money collectors, or providing personal and hygienic care to pupils outside of the instructional program. Child care aides may be employed to do the tasks mentioned above, but *will not be eligible for reimbursement as special education instructional paraprofessionals.*

INTRODUCTORY STATEMENT

Need and Rationale

As schools begin to guarantee full educational opportunities for every exceptional child, regardless of his/her background, handicapping condition, or geographic location, the range of special education services must become broader and more varied. The scarcity of special education programs is further intensified by the mandate of the Special Education for Exceptional Children Act and P.L. 94-142. As local education agencies fill their programs to capacity, larger numbers of students in classrooms and other support services often make individualized attention from special teachers less than the severity of the handicap demands. Tasks that normal pupils handle with no difficulty often present severe problems for handicapped children and youth.

The special education paraprofessional has become an essential person in the expansion of programs for students with special needs. Exceptional children and youth require smaller classes; therefore, more personnel are needed. In addition, more and more pupils are being admitted to public school programs who before were in institutional settings or were receiving no educational services at all. The paraprofessional can help overcome these obstacles and work towards the quality education that is necessary for exceptional students.

LEGAL AUTHORITY FOR PARAPROFESSIONALS IN SPECIAL EDUCATION

In 1974, the Kansas Legislature enacted the Special Education for Exceptional Children Act which gave a more precise definition and role to paraprofessionals in special education. In K.S.A. 72-962 *special teacher* means a person employed by a local education agency for special education services who is (a) a teacher qualified to instruct exceptional children as determined by standards established by the state board and who is so certified by the state board; or (b) a paraprofessional qualified to assist certificated teachers in the instruction of exceptional children as determined by standards established by the state board and who is so approved by the state board. In addition, K.S.A. 72-978 calls for reimbursement of special education paraprofessionals: ...*each special teacher who is a paraprofessional as defined by K.S.A. 72-962 of this Act shall be counted as one-half full-time equivalent special teacher*.... As a result of this legislation, rules and regulations for training, utilization, supervision, and approval of special education paraprofessionals shall be established to ensure the proper intent of the law.

UTILIZATION OF PARAPROFESSIONALS

In order to use a paraprofessional effectively, it is necessary that the teacher first have a clear vision of his/her own role as a teacher. He/she needs to understand the hierarchy of the instructional tasks and then decide which ones best involve his/her time and which ones should be delegated to his/her assistant. The amount and quality of professional supervision given is crucial in deciding what duties paraprofessionals can and should perform. There is almost universal agreement that the diagnosis of educational needs and the planning and design of programs and procedures to meet those needs are professional functions. The role of the paraprofessional is to provide support to the approved special education personnel in the educational program, management of students, and assistance with non-instructional tasls.

Duties and Responsibilities — General

Instructional responsibilities shall center around follow-up or reinforcement activities. Initial instruction involving the presentation of new lessons or concepts should be the responsibility of the special education teacher. The teacher shall plan cooperatively with the paraprofessional and assign implementation duties to this individual. The teacher may wish to work with individual pupils or small groups on particular learning problems while the paraprofessional helps other class members, listens to reading, or similar activities. In

turn, paraprofessionals may tutor individual children or work with groups, using materials and techniques chosen or designed by the teacher. The paraprofessional should not be employed to make the teacher's job any less responsible, but to improve the quality of the education program for exceptional students.

More specific roles and responsibilities of paraprofessionals in each categorical program may be found in individual program area sections.

Unacceptable Duties and Responsibilities

The special education paraprofessional shall not:

(1) Be solely responsible for a classroom or a professional support service.
(2) Select diagnostic and psychological instruments or interpret the results from these tests.
(3) Program and prescribe educational activities and materials for the students without the supervision and guidance of the teacher.
(4) Be solely responsible for preparing lesson plans and initiating original concept instruction.
(5) Be assigned to work with one or more of the most *difficult* students in the special education classroom or support services the majority of the school day merely for the convenience of the teacher. Assignments should be made on the basis of student needs.
(6) Be employed in lieu of needed itinerant special education personnel. The paraprofessional may work with an exceptional student when the special teacher is not in the building, only if the special teacher works directly with both the pupil and the paraprofessional at least twice a week. In the area of speech services, refer to the program area for appropriate alternative guidelines.
(7) Be utilized as a substitute teacher unless he/she is approvable as a substitute teacher and possesses the appropriate certificate.

Paraprofessionals Facilitating Least Restrictive Alternatives

P.L. 94-142 and this *Plan* speak to the provision of the least restrictive environment in programming for students in special education programs. In order to facilitate students being mainstreamed into regular class programs, the paraprofessional may assist the regular classroom teacher in the mainstreaming process. At times when the teacher is working with the exceptional pupil(s), the paraprofessional may work with the class in a group activity. The paraprofessional shall not be utilized in activities which do not relate to the acceptance and education of exceptional student(s) into that particular classroom.

These paraprofessionals must be assigned to and confer with the special education professional in the program the student is being mainstreamed from regarding the progress of the student in the regular class setting. The amount of time the special education paraprofessional spends in the regular classroom would depend on the number of students mainstreamed and the nature and degree of the student's handicap.

The paraprofessional may also be utilized to maintain physically or visually impaired students in regular class programs. In these situations the paraprofessional should spend the majority of the school day providing individual attention to the pupil assisting him/her with physical needs and/or educational activities. The paraprofessional should be assigned to the regular class teacher(s) and the appropriate special education professional.

Local education agencies utilizing paraprofessionals in these specific areas shall obtain approval for each individual case from the Special Education Administration Section.

ADMINISTRATIVE PROCEDURES

Ratio of Paraprofessionals to Special Education Personnel

There shall be no more than three full-time or three half-time paraprofessionals assigned to each special education staff member. In programs for severely handicapped students,

where the demands of the educational program include both physical and academic educational programming, the ratio of paraprofessionals to professional staff may be increased depending upon the teacher's ability to adequately supervise and plan for the additional paraprofessionals. Increases in this ratio must be approved by the Special Education Administration Section.

Ratio of Special Education Personnel to Paraprofessionals

A paraprofessional shall not be assigned to more than two special education personnel or more than two classrooms or educational settings. In team-teaching settings, interrelated programs, or itinerant situations, the paraprofessional should have a professional he/she relates to for counseling, supervision, and on-the-job training.

Ratio of Paraprofessionals to Pupils

Paraprofessionals may work with individual students, small groups, large groups, or the total classroom. There is no specified ratio of paraprofessionals to pupils. However, in settings where the children are younger and/or have serious handicaps (multiple disabilities), the ratio of paraprofessionals to students may be increased.

Class Size and Caseload

The class size and caseload in selected categorical areas can be increased with the utilization of paraprofessionals. In certain program areas, a paraprofessional(s) is required for specific numbers of children up to the maximum class size. For specific cases, review the appropriate categorical area.

Supervision of Students

Paraprofessionals may work with or supervise pupils in the classroom, playground, hall, restroom, therapy area, gymnasium, and other specified areas on campus. In some situations, teachers are permitted to leave the class with the paraprofessional, but this shall be for as short a time as possible. The teacher should remain on campus and continue to be the person responsible for the classroom and students. Off-campus activities, such as work-study placements, field trips, errands, shopping, and recreation, may be supervised by paraprofessionals if appropriate supervision, approval, and insurance coverage are provided by the local education agency.

Fiscal Policies

As stated previously, special education paraprofessionals shall be reimbursed at the rate of *...one-half (1/2) full-time equivalent special teacher....* Paraprofessionals working on a volunteer basis shall not be eligible for state reimbursement. Paraprofessionals shall be employed annually or on a one-half year basis. The paraprofessional shall be counted as a full-time staff member if employed six or more hours per day, or as a half-time staff member if employed at a minimum of three hours per day. Unique situations, such as vision and hearing screening programs and infant and preschool home programs, may be eligible for reimbursement for less than three hours per day upon approval of each individual case by the Special Education Administration Section.

Job Descriptions

Paraprofessionals should have a job description(s) which clearly defines their duties and responsibilities in the special education program(s) to which they have been assigned as per the written contract. The job description(s) may also contain a list of unacceptable duties, terms of employment, specialized training, and qualifications.

Training

Local education agencies shall be responsible for providing training to special education paraprofessionals in areas appropriate to the setting in which they will be assigned. It is very important to assure, for reasons of legality, that duties given to paraprofessionals be commensurate with their experience and training.

Supervision and Evaluation

Instructional paraprofessionals shall be directly supervised and evaluated by the special education personnel to whom they are assigned. Overall supervisory and evaluative responsibilities rest with the principal as they do for other school staff members. In cases where the paraprofessional is assigned to itinerant staff, that is, speech or learning disabilities, and this person is not present every day, the paraprofessional shall be assigned to and supervised by the principal or a designated teacher. Periodic written evaluations with resulting conferences should be a definite part of the administrative structure of the local education agency.

APPROVAL OF PARAPROFESSIONAL PROGRAMS

Program Approval

Paraprofessional programs will vary depending upon local needs, sources and amount of funding, and availability of personnel. It is strongly recommended that a local education agency plan very carefully before initiating a paraprofessional program. Such factors as recruitment, selection, placement, and training are matters for which planning needs to be done and policies established before paraprofessionals are employed. Program approval, supervision, and monitoring will be based on the following:

(1) Names and assignments of paraprofessional personnel and the name of the special education professional(s) that the paraprofessional is assigned to shall be included as part of the approval forms utilized by the Special Education Administration Section.

(2) The paraprofessional shall be under the supervision of an approved special educational professional(s).

(3) Special Education paraprofessionals employed as of September 15 will be reimbursed at the rate of one-half the full-time teaching equivalency. Any approved personnel employed after September 15 will be reimbursed at a rate equal to the proportion of the number of complete months employed to the full school year (nine months).

(4) The paraprofessional in direct education service programs shall be involved in duties and activities which relate to the role of an *instructional paraprofessional.*

(5) School officials are encouraged to seek paraprofessional employees with at least a high school diploma. Experience and individual competence, however, should be given the highest priority. Paraprofessionals in the following program areas will require specific skills and levels of training: school psychology and school social work.

(6) Individual programs with specific cases may be referred for individual approval to the Special Education Administration Section.

Individual Paraprofessional Approval

An approval process for special education paraprofessionals was approved by the Professional Teaching Standards Board in September, 1977, and received by the State Board of Education in February, 1978. The State Board stipulated that the approval process shall be included as part of the Special Education Paraprofessional Section of this Plan.

In-Service Program Standards

Each local education agency shall be required to file with the Special Education Administration Section, Kansas State Department of Education, a plan for in-service training for special education instructional paraprofessionals. At the conclusion of the school year, a report shall be filed, verifying the activities that occurred during that academic year.

The following components shall be included as part of the in-service training program:

In-service training specifically related to the area and type of program in which the special education instructional paraprofessional is employed shall be provided. The

training should include, but not be limited to, four sessions during the school year for a total of at least 20 in-service clock hours.

An orientation session shall be included as one of the four sessions. These sessions should include topics, such as role expectations, duties and responsibilities, relationship of paraprofessionals to the total school environment, salaries and fringe benefits, and policies, rules, and regulations of the local education agency.

Participation in state or regional workshops designed for the instructional paraprofessional and other related local or state workshops can be included as part of the local education agency's in-service training program.

Standards And Requirements For Permits

Each special education instructional paraprofessional shall be required to possess one of the following permits to work in a special education program or service in an accredited school.

PARAPROFESSIONAL I PERMIT: This is the only required level a paraprofessional must obtain. The requirements are —

(1) Participation in at least four in-service sessions offered by the local education agency, Kansas State Department of Education, and/or agency or professional organization totaling at least 20 clock hours of in-service training per school year.

The local education agency may choose to substitute all or part of the above requirements with an equivalent amount of appropriate college coursework taken during the school year.

Paraprofessionals, new to the local education agency, shall receive a Paraprofessional I Permit after participation in an in-service orientation session and upon guarantee by the local education agency that the paraprofessional shall meet the requirement as stated above for Paraprofessional I Permit.

PARAPROFESSIONAL II PERMIT: The requirements are —

(1) two years experience as an instructional paraprofessional;

(2) a completion of 30 semester college hours of approved academic work, or an equivalence of 450 clock hours of approved in-service training; or a combination of each of the two totaling 450 clock hours.

The permit should be reissued every three years.

PARAPROFESSIONAL III PERMIT: The requirements are —

(1) three years experience as an instructional paraprofessional;

(2) a completion of 60 semester college hours of approved academic work, or an Associate Degree from an approved training program for instructional paraprofessionals, a certificate from an approved training program for instructional paraprofessionals from a vocational technical school, an equivalence of 900 clock hours of approved in-service training, or a combination of each of the four totaling 900 clock hours.

The permit should be reissued every three years.

In order to advance to a higher level, a paraprofessional shall verify successful completion of the requirements stipulated under each previous permit.

Entry Level Placement for Credentialed Personnel

The superintendent, special education director, or other designated staff may decide what level permit a credentialed person may obtain upon entry into the school system as a special education instructional paraprofessional. The experience criteria may be waived for these individuals.

State of Wisconsin \ DEPARTMENT OF PUBLIC INSTRUCTION

Barbara Thompson, Ph.D.
State Superintendent

Dwight M. Stevens, Ph.D.
Deputy State Superintendent

DIVISION FOR INSTRUCTIONAL SERVICES
Catherine L. Stehly, Ed.D., Assistant Superintendent

Our office has received your inquiry concerning certification as a Special Education Program Aide. For the three-year license as a Special Education Program Aide (883), we will need evidence that you have completed:

A. Three years of college course work. (Please include transcripts to verify your educational background.)

or

B. Three years' experience supervising youth activities.

or

C. Complete an Approved Program in child care development.

or

D. A combination of A, B, and/or C equivalent to three years.

Applicants must be at least eighteen years of age.

Upon receipt of the above verification, you will be issued a license as a Special Education Program Aide.

Should you have questions or need additional assistance in any way, please feel free to write or call our office at (608) 266-1027.

TEXAS EDUCATIONAL PARAPROFESSIONAL ASSOCIATION

2422 Morgan
Irving, TX 75062

A Position Paper on Paraprofessional Certification

One of the goals of The Texas Educational Paraprofessionals Association (TEPA), an affiliate of TSTA, is promoting the educational process in Texas, more specifically, to enhance the learning process by assisting, supporting, and helping teachers.

In order to encourage higher standards of performance, TEPA has recently initiated a credentialing process which it strongly feels is needed to upgrade and maintain a high quality of personnel who support and assist teachers. We are encouraged by the fact that Senate Bill 350 specifically states on page 5, section "g", "Each person employed in the public schools of this state who is assigned to a position classified under the Texas Public Education Compensation Plan must be certified according to the certification requirements or standards for each position as established by rule adopted by the State Board of Education."

While we recognize that certification for paraprofessionals should not be confused with teacher certification, we believe teachers will be directly affected by and therefore interested in the process of certification for paraprofessionals in education.

Standards for certification are to be recommended to the State Board of Education by the Commission on Standards for the Teaching Profession by April 1, 1980. TEPA is concerned with the possibility that seven years of work on certification standards by our organization may not be duly considered. We should point out that for the past seven years that we have been concerned with certification standards, we have not worked in isolation. TEPA committees have sought suggestions from teacher groups, TEA, TSTA, public school program directors, college professors, and paraprofessionals from across the state.

Therefore, we are asking that the Commission on Standards, and you as individuals concerned wtih quality education, review and consider supporting our attached reommendations as the minimum acceptable standards for certification of paraprofessionals in education.

The Texas Educational Paraprofessional Association recommends the following position requirements for educational paraprofessionals:

Educational Paraprofessionals I:

Must meet all of the following qualifications:

A. High school diploma or G.E.D.
B. Experience related to working with students or parents as approved by employing superintendent.
C. Recommendation of employing superintendent or designated representative.

Educational Paraprofessional II:

Must meet any one of the following qualifications:

*A. Five years successful experience as an educational paraprofessional.
B. Thirty (30) semester hours of college work from a fully accredited college or university, including at least nine (9) semester hours directly related to work performed by the educational paraprofessional.

Educational Paraprofessional III:

Must meet one of the following qualifications:

A. Five or more years successful experience as an educational paraprofessional and completion of thirty (30) semester hours from a fully accredited college or university. Of the 30 semester hours, at least nine (9) must be directly related to the work of the educational paraprofessional.
B. Completion of sixty (60) semester hours from a fully accredited college or university including at least fifteen (15) directly related to the work of the educational paraprofessional.
C. Have earned an Associate Degree from an accredited college or university with a major of Educational Paraprofessional, Teacher Assistant, or Teacher Aide.
*D. Ten years successful experience as an educational paraprofessional.

*Note: After much debate on the matter, TEPA has voted to recommend the acceptance of five and ten years "successful experience as an educational paraprofessional" in lieu of requesting a Grandfather Clause.

LOUISIANA'S SPECIAL EDUCATION PARAPROFESSIONAL PERMIT SYSTEM

BACKGROUND INFORMATION

There is a rapidly growing need for more and better trained paraprofessionals to work with exceptional students in educational settings. The number of persons employed as teachers' aides under Louisiana's Minimum Foundation Program has grown from 2,085 in 1977-78 to an anticipated 2,744 during the school year. Additionally the Special School District #1 facilities employ approximately 125 persons as teachers' aides/paraprofessionals. Many view increased utilization of paraprofessionals as an option for meeting the current teacher shortage.

In recognition of the increasing importance of the role of the paraprofessionals in special education programs, Act 754 Regulations requires that all paraprofessionals complete a pre-service or in-service training program based on a curriculum designed and approved by the Division of Special Educational Services. According to a recent survey conducted by the U. S. Office of Special Education, Louisiana is one of only three states which currently requires that special education paraprofessionals earn specific credentials.

DEVELOPMENT AND APPROVAL OF THE PARAPROFESSIONAL PERMIT SYSTEM

As a first step toward meeting this mandate a statewide committee was formed. This committee was made up of state department staff, university personnel, teachers, paraprofessionals and representatives from the state operated institutions. The group was charged with the responsibility of developing training standards for Louisiana's special education paraprofessionals which would serve as the foundation of the training curriculum.

The first task undertaken by the committee was to define the population requiring training. It was decided that this population includes such persons as bus attendants, classroom attendants, teachers' aides, and other more specialized assistants, such as, social work case managers, OT/PT aides, screening aides, and paraprofessionals training unit personnel. The group elected to use the generic term, paraprofessional, and developed the following definition:

> A special education paraprofessional is a non-certificated person who works under the supervision of a special education teacher or other related professional who has responsibility for the delivery of services to exceptional children.

Next, the group began to examine the nature of the work performed by these special education paraprofessionals and to discuss the skills needed by persons serving in these positions. An extensive list of responsibilities and required skills was generated, and based upon this initial review, the committee proposed that a competency-based training model be developed.

Development of the model involved indentification of appropriate competencies. In recognition of the wide variation in skills and knowledge required of paraprofessionals, the competencies were grouped according to level of difficulty or sophistication. The end result was three inter-related groups of training standards. The committee proposed that the standards serve as the basis for the paraprofessional training program, and that permits be granted according to the completed level of training.

This initial set of standards served as the basis for two pilot training efforts. Local systems from throughout the state recommended persons from their system who were serving in paraprofessional roles to take part in the training. Based upon the information gained during the training activities and suggestions from the participating paraprofessionals and their supervising teachers, the standards were reviewed and revised. One important revision was the addition of a fourth permit level which could be obtained by earning a two-year Associate of Arts Degree.

This revised model, entitled the "Louisiana Special Education Paraprofessional Permit System", was submitted to the Louisiana Board of Elementary and Secondary Education (BESE) for their consideration and was approved for adoption. As approved by the BESE, the Special Education Paraprofessional Permit System is a competency-based training program featuring four permit levels. Permit levels one, two, and three may be earned by completion of an approved state department in-service training program. Persons wishing a Level III permit will be required to pass an entrance examination prior to entering the Level III Training Program. The fourth permit level is optional and may be obtained by earning a two-year Associate of Arts Degree. Level I permits will be required for persons serving in such roles as bus attendants, classroom attendants, and paraprofessional training unit attendants. Level II permits will be necessary for persons serving as teacher's aides. Persons serving in more specialized paraprofessional roles, such as, screening aides, OT/PT aides, and paraprofessional training aides, will be required to earn a Level III or a Level IV permit. It is important to understand that the training activities will provide paraprofessionals with the basic information

necessary to successfully fulfill their job requirements. Additional on-the-job training will be required for all paraprofessionals, particularly for those persons serving in more specialized areas.

During the approval process, the BESE directed the Department to consider establishment of a four level salary schedule. The Division is currently working with the Division of Management and Finance for the purpose of studying this concept. If feasible, such a salary scale would go into effect during the 1982-83 school session.

IMPLEMENTATION OF THE PARAPROFESSIONAL PERMIT SYSTEM

The Division is currently developing plans for the implementation of the permit system. Obviously, implementation will be phased in to allow for the training of those persons who are already serving as special education paraprofessionals.

The first major implementation tasks facing the Division are the development of a training curriculum based upon the approved competencies and the training of a group of persons who will serve as paraprofessional instructors. The curriculum will be developed during June and July by a team of writers made up of persons having expertise in the area of paraprofessional training. The curriculum will include required training activities, supplementary training activities, materials and resources, evaluation strategies, and procedural requirements.

Training of paraprofessional instructors will begain in early August and will focus on curriculum content and training techniques and procedures. Each LEA special education supervisor and the eight SSD#1 principals will be asked to nominate persons from their system or facility to take part in

the training. It is hoped that persons nominated to be trained as paraprofessional trainers will meet the following criteria:

1. Have a Master's Degree and be certified in at least two areas of special education.
2. Have at least three years successful special education teaching experience.
3. Demonstrate skill in the facilitation of adult learning.

The selected instructors may include special education teachers, administrators, in-service personnel, university personnel, and other interested persons who meet the criteria for selection.

Each supervisor making a nomination must provide the Division with a written assurance that the person they nominate will be allowed to train a specified number of paraprofessionals during the first semester of the 1981-82 school year and attend the two-day trainers de-briefing session during February, 1982. The Division will review the recommendations and select 25 participants for the instructors' workshop giving consideration to geopraphic distribution.

Persons successfully participating in the paraprofessional's instructors workshop will be approved by the Division to serve as official trainers, and they will have responsibility for training special education paraprofessionals in their area of the state. Scheduling of training sessions will be handled by the local districts. Upon completion of the local training sessions, the approved Division paraprofessional instructors will submit an official form to the Division specifying the names and levels of the persons trained and other required information. This form will require a sign off by the parish special education supervisor/SSD#1 principal and superintendent. Upon receipt of this form, the Division will issue a numbered permit to the paraprofessional and send a copy to the employing school district.

Following this initial training of twenty-five paraprofessional instuctors, the Division will train additional persons to insure that all school systems and SSD#1 facilities have reasonable access to an approved instructor.

ADMINISTRATIVE PROCEDURES AND ISSUES

To accompany the paraprofessional training curriculum, the Division will develop a Utilization Manual. This manual will be helpful to teachers and local administrators and will include the following:

1. Overview of the Louisiana Paraprofessional Permit System.
2. Model job descriptions.
3. Service delivery options for utilization of paraprofessionals (for example: classroom settings, specialized roles, and the paraprofessional training unit).
4. Guidelines for teacher/paraprofessional relationships.
5. Guidelines for the evaluation of paraprofessionals.

The Division is also giving consideration to the issue of "grandpersoning" paraprofessionals who have taken part in training programs offered by other agencies. These agencies are being contacted and their training programs are being reviewed so that some decision on this issue may be made.

CONCLUSION

The Division is proud of its Paraprofessional Permit System. We feel it acknowledges the very important role paraprofessionals play in the education of our exceptional children. We welcome ideas and suggestions from you. For more information you may contact Mrs. Virginia Beridon, Paraprofessional Coordinator, Louisiana State Department of Education, Division of Special Educational Services, Post Office Box 44064, Baton Rouge, Louisiana 70804.

Louisiana Standards for Special Education Paraprofessional Permits

Permit LEVEL I

Level I paraprofessionals working in special education programs in Louisiana shall demonstrate the following competencies by successful completion of an approved inservice training program.

1. Understanding of Level I paraprofessional role, responsibilities, and limitations.
2. Ability to work effectively and cooperatively with other staff members.
3. Ability to communicate effectively (oral, written, and non-verbal).
4. Understanding of the intellectual, physical, and social/emotional characteristics of the various handicapping condition.
5. Awareness of terminology associated with special education and various handicapping conditions.
6. Awareness of generalized training procedures associated with academic, self-help, motor and social skills.
7. Knowledge of general health and safety procedures.
8. Ability to maintain an attractive, safe, hygenic classroom environment.
9. Ability to define and demonstrate basic personal grooming skills.
10. Awareness of requirements for safely positioning and handling handicapped students.
11. Ability to identify orthopedic appliances, equipment and prosthetic devices.
12. Knowledge and skills necessary to safely accompany handicapped children in a passenger vehicle.
13. Ability to operate commonly used audio-visual and duplicating equipment.

Louisiana Standards for Special Education Paraprofessional Permits

Permit LEVEL II

Level II paraprofessionals working in special education programs in Louisiana shall demonstrate all Level I competencies and the following additional competencies by successful completion of an approved training program.

1. Understanding of Level II paraprofessional role, responsibilities and limitations.

2. Understanding of role and responsibilities of teachers.

3. Understanding of role and responsibilities of related service personnel.

4. Ability to interpret, communicate, and carry out written and oral instructions.

5. Knowledge and understanding of developmental patterns (normal and atypical).

6. Ability to define and utilize terminology commonly associated with special education and various handicapping conditions.

7. Knowledge of special education rules and procedures associated with screening and evaluation and development and implementation of IEP.

8. Knowledge of confidentiality requirements and procedures.

9. Awareness of various community and regional agencies which serve handicapped children and their families.

10. Ability to administer classroom assessment instruments.

11. Ability to observe and recall behaviors in an objective, systematic manner.

12. Ability to express observations in a clear, concise, factual manner, both orally and in writing.

13. Knowledge of basic principles of behavior shaping and classroom management.

14. Ability to count pinpointed behaviors.

15. Ability to implement recommended educational and training programs associated with academic, self-help, social and motor skills.

16. Ability to sequence recommended instructional activities or steps.

17. Ability to safely and appropriately position and handle handicapped children.

18. Ability to monitor use of orthopedic appliances, equipment, and prosthetic devices.

19. Ability to carry out basic health and first aid procedures.

20. Knowledge of health and safety procedures associated with medication, seizure management, etc.

21. Ability to implement recommended procedures associated with care of a child with specific handicapping conditions.

22. Ability to prepare routine classroom reports.

Louisiana Standards for Special Education Paraprofessional Permits

Permit LEVEL III

Level III paraprofessionals working in special education programs in Louisiana shall demonstrate all Level I and Level II competencies and the following additional competencies by successful completion of an approved training program.

1. Understanding of Level III paraprofessional role, responsibilities, and limitations.

2. Ability to describe the characteristics and causes of various handicapping conditions.

3. Understanding the impact of a child's handicapping condition on the family.

4. Knowledge and skills required to communicate with various community agencies which serve handicapped children and their families.

5. Knowledge of special education rules and regulations associated with implementation of federal and state law.

6. Ability to score and interpret basic classroom assessment instruments.

7. Ability to task analyze goals and objectives.

8. Knowledge and skills required to develop recommended educational and training programs associated with academic, self-help, social and motor skills.

9. Knowledge and skills required to develop recommended behavior shaping and classroom management programs.

10. Ability to evaluate and report on effectiveness of educational and behavioral programs.

11. Ability to make recommended changes and adaptations in instructional activities and materials.

12. Knowledge and skills required to present information and demonstrate program procedures to parents/guardians of handicapped children.

13. Knowledge and skills required to make recommended adjustments on orthopedic appliances, equipment, and prosthetic devices.

14. Knowledge and skills (as specified by employing agency) required to safely transport a handicapped student in a passenger vehicle.

Louisiana Standards for Special Education Paraprofessional Permits

Permit LEVEL IV

Level IV paraprofessionals working in Louisiana shall demonstrate all Level I, and Level II, and Level III competencies. Additionally they will have earned a Special Education Paraprofessional Associate of Arts degree from an approved program.

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APPENDIX V

(1) Knowledge of role; including ethical behavior, legal limits, expectations of the position, and roles and responsibilities;

(2) Knowledge of human development, including normal and abnormal developmental stages;

(3) Behavior management, including knowledge and application of positive and negative reinforcement, extinction, and punishment principles;

(4) Elementary assessment skills including the ability to pinpoint academic strengths and weaknesses in exceptional students;

(5) Elementary program design skills,including the ability to sequence instructional activities assigned by a teacher;

(6) Student advocacy, including confidentiality and student welfare practices;

(7) Knowledge of health and safety, including structuring safe environments, good hygiene, and child abuse indicators;

(8) Interpersonel skills, including flexibility, adaptability, dependability, and cooperation;

(9) Current trends in special education, including rules and regulations of PL 94-142, instructional techniques, and developments in the field;

(10) Knowledge of special education, including varying exceptionalities, placement procedures, and appropriate interventions;

(11) Program implementation skills, including following the individual educational plan using appropriate materials and instructional techniques;

(12) Data collection skills, including pinpointing and counting behaviors;

(13) Program evaluation skills, including determining the efficacy of a particular program component (i.e. whether or not the exercise is working for the particular child);

(14) Knowledge of school policies and procedures, including the organizational structure, and rules of conduct;

(15) Knowledge of the teacher role and function, including a functional understanding of teacher's responsibilities for educational planning, and other aspects of role.

APPENDIX VI

STATE TASK FORCE SURVEY ON PARAPROFESSIONAL COMPETENCIES (FOR EDUCATORS)

Check one of the following:

1. Title: Administrator(1) Program Specialist(2) Teacher(3) Aide(4) Other(5) (Specify)

2. Geographical location of school district: Northern(1) Central(2) Southern(3)

3. Composition of school district: Urban(1) Suburban(2) Rural(3)

Handicapping condition(s) of students with whom you work. Check all that apply

4. ___ Learning Handicapped 5. ___ Communicatively Handicapped

6. ___ Physically Handicapped 7. ___ Severely Handicapped

8. ___ Other (Specify _____)

9. Grade level of children with whom you work. Preschool (1)___ Kindergarten (2)___

Elementary (3)___ Junior High (4)___ Senior High (5)___ All Grades (6)___

Other (7)___ (Specify)_____

It is recognized that there is a wide variation in the duties of instructional aides in different school situations. However, in answering the following questions please indicate what you consider to be the minimum acceptable levels of knowledge and abilities that instructional aides should have in order to work effectively under the direction of a credentialed teacher in a special education program.

Circle the number which reflects your opinion
Circle one answer only

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
5. Don't know

Special Education Instructional Aides should:	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
10. Have a basic understanding of child growth and development. (e.g. Physical growth, learning processes)	1	2	3	4	5
11. Have a working knowledge of state and federal laws related to Special Education. (PL94-142, California Master Plan)	1	2	3	4	5
12. Understand and abide by laws regarding confidentiality of information concerning students.	1	2	3	4	5
13. Know the purpose of the IEP (Individualized Education Program), and how it is developed and carried out.	1	2	3	4	5
14. Participate in Individualized Education Program meetings.	1	2	3	4	5
15. Understand the differences between the roles and responsibilites of the teacher and the aide.	1	2	3	4	5

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
16. Interpret educational assessment and achievement tests.	1	2	3	4	5
17. Be familiar with and understand the curriculum, teaching methods and instructional materials appropriate for the students with whom they work.	1	2	3	4	5
18. Give educational assessment and achievement tests.	1	2	3	4	5
19. Have a basic understanding of the causes and characteristics of the specific handicapping conditions of the students with whom they work. (e.g. Cerebral palsy, learning disabilites, deafness)	1	2	3	4	5
20. Prepare teaching materials appropriate for lesson plans developed by the teacher. (e.g. Eye-hand coordination, word study)	1	2	3	4	5
21. Carry out appropriate instructional activities for lesson plans developed by the teacher. (e.g. Large and small muscle coordination, math)	1	2	3	4	5
22. Give approved medication when instructed in writing by the parent or guardian and the appropriate school authorities.	1	2	3	4	5
23. Respond appropriately to seizures or other emergency situations related to the handicapping conditions of the students with whom they work.	1	2	3	4	5
24. Give first aid treatment.	1	2	3	4	5
25. Recognize unsafe conditions and take appropriate action to remedy these.	1	2	3	4	5
26. Take responsibility for managing disruptive behaviors of students when working with a small group. (e.g. Bothering other students, excessive noise)	1	2	3	4	5
27. Carry out classroom discipline procedures consistent with those of the teacher.	1	2	3	4	5
28. Follow and implement a schedule established by the teacher.	1	2	3	4	5
29. Observe, collect and report (to the teacher) information concerning each student's performance in activities which the aide directs.	1	2	3	4	5
30. Observe, collect and report (to the teacher) information relative to each students state of health. (e.g. Fever, cold, seizures)	1	2	3	4	5

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
31. Perform housekeeping duties such as cleaning blackboards, mixing paints, attending to physical needs.	1	2	3	4	5
32. Perform clerical duties such as duplicating materials, taking roll, etc.	1	2	3	4	5
33. Supervise students in non-instructional activities such as recess, toilet, going to the bus or cafeteria, etc.	1	2	3	4	5
34. Know how to use behavioral objectives written by the teacher.	1	2	3	4	5
35. Determine when behavioral objectives have been met.	1	2	3	4	5
36. Write behavioral objectives.	1	2	3	4	5
37. Give appropriate information to parents concerning their child's educational performance and behavior.	1	2	3	4	5

The following questions will help to determine what is the actual amount of time now spent by aides in your district or school, and what you feel should be the ideal amount of time that should be spent by aides in these various types of duties. Please answer to the best of your knowledge.

Please check your answers to the following questions as it relates to your classroom, school or district.

Check one answer only.

38. How much time does the instructional aide spend on instruction with children?

0 - 25% (1)
26% - 50% (2)
51% - 75% (3)
76% - 100% (4)
Don't know (5)

39. How much time should the instructional aide spend on instruction with children?

0 - 25% (1)
26% - 50% (2)
51% - 75% (3)
76% - 100% (4)
Don't know (5)

40. How much time does the instructional aide spend on clerical tasks?

0 - 25% (1)
26% - 50% (2)
51% - 75% (3)
76% - 100% (4)
Don't know (5)

41. How much time should the instructional aide spend on clerical tasks?

0 - 25% (1)
26% - 50% (2)
51% - 75% (3)
75% - 100% (4)
Don't know (5)

42. How much time does the instructional aide spend on housekeeping tasks?

0 - 25% (1)___
26% - 50% (2)___
51% - 75% (3)___
76% - 100% (4)___
Don't know (5)___

43. How much time should the instructional aide spend on housekeeping tasks?

0 - 25% (1)___
26% - 50% (2)___
51% - 75% (3)___
76% - 100% (4)___
Don't know (5)___

44. How much tome does the instructional aide spend on preparing instuctional materials?

0 - 25% (1)___
26% - 50% (2)___
51% - 75% (3)___
76% - 100% (4)___
Don't know (5)___

45. How much time should the instructional aide spend on preparing instructional materials?

0 - 25% (1)___
26% - 50% (2)___
51% - 75% (3)___
76% - 100% (4)___
Don't know (5)___

Comments:

PART 2 - PARAPROFESSIONAL TRAINING

The following questions relate to the amount and types of training instructional aides should have to comply with federal and state mandates regarding effective delivery of individualized special education services.

Please answer to the best to your knowledge.

Circle one answer only.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
46. Aides need no special training to perform the duties required of them	1	2	3	4	5
47. Some training of aides should be required before they are employed. (Pre-service training)	1	2	3	4	5
48. Aides should be required to attend classes, workshops, etc., after they are employed. (In-service training)	1	2	3	4	5
49. Training by the teacher(s) with whom an aide is working is the only training an aide needs. (On-the-job training)	1	2	3	4	5
50. A combination of pre-service, in-service and on-the-job training should be required of all aides.	1	2	3	4	5
51. Aides should be classified by levels according to job responsiblities and the amount of training/experience which each has had.	1	2	3	4	5
52. A career ladder for job advancement based on training and experience should be established for aides.	1	2	3	4	5
53. Job seniority for aides should be determined by the amount of training and experience which each has had.	1	2	3	4	5
54. Aides should receive salary increases for specific job related courses taken after they have been employed.	1	2	3	4	5
55. Aides should be certified (licensed) to insure minimum competencies and to establish basic duties and responsibilities.	1	2	3	4	5
56. Inservice training should be required in order for aides to maintain certification (licensing).	1	2	3	4	5
57. Licensing (Certification) of aides would provide greater legal protection for the school districts, administrators, teachers, students and the aides themselves.	1	2	3	4	5

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
58. Appropriate use of instructional aides is one of the most cost effective methods of delivering special education services.	1	2	3	4	5
59. Employing aides for individual instruction enables students with special needs to participate in a greater variety of appropriate educational activitites. (Least Restrictive Environment).	1	2	3	4	5
60. Using aides for doing clerical work, monitoring, etc., allows the teacher more time for developing student goals and objectives and for carrying out other management responsibilities	1	2	3	4	5
61. Using aides to carry out instructional activities, as directed by the teacher, results in more individual attention for the students.	1	2	3	4	5
62. Hiring aides full time whenever possible benefits students by providing consistency of services.	1	2	3	4	5
63. An aide's job performance is not affected by whether he or she is hired full time or part time.	1	2	3	4	5
64. Aides would be more willing to take specific training to increase their skills if there were a greater opportunity for full time employment.	1	2	3	4	5

Comments:

79. If you are an Aide, what is the highest level of education which you have completed? (Check one answer only.)

(1) Below high school---- (2) Some high school---- (3) High School Diploma---- (4)Some college---- (5)Associate Degree----

(6) Bachelor's Degree---- (7)Teaching Credential----(8) Post Graduate work---- (9) Other(Specify)----------

In the items which follow check the blank(s) which reflect(s) your opinion.

65. How much training (e.g. orientation, workshops) should aides receive before actually working with students in your district/school? Check one.

None	(1)___
5 - 30 clock hours	(2)___
31 - 60 clock hours	(3)___
Over 60 hours	(4)___
Don't know	(5)___

In what kinds of training have instructional aides in your district participated? Check all that apply.

66. Orientation by district or school staff_____
67. On-the-job by teachers_____
68. In-service workshops by district or school_____
69. College courses_____
70. Other (specify)_____
71. Don't know _____

72. How much training does your district provide for instructional aides? (clock hours per year)
Check one.

None	(1)___
1 - 12	(2)___
13 - 24	(3)___
More than 24 hours	(4)___
Don't know	(5)___

Which agencies would provide the best training for instructional aides? Check all that apply.

73. State Department of Education_____
74. Local School Districts_____
75. Community Colleges _____
76. 4 Year Colleges _____
77. Don't know_____

78. If you are an aide, how much training have you had?
Check one

None (1)____
5 to 30 clock hours (2)____
31 to 60 clock hours (3)_____
Over 60 clock hours (4)_____

THANK YOU FOR COMPLETING THIS SURVEY

STATE TASK FORCE SURVEY ON PARAPROFESSIONAL COMPETENCIES (FOR PARENTS)

Check one of the following:

1. Grade level of your child: Preschool (1)___ Kindergarten (2)___

   Elementary (3)____ Junior High (4)_____ Senior High (5)_____

   Other (6)___ (Specify)_____

2. Geographical location of school district: Northern(1)___ Central(2)____ Southern(3)____

3. Composition of school district: Urban(1)___ Suburban(2)___ Rural(3)____

Handicapping condition(s) of your child. Check all that apply

4.____ Learning Handicapped 5.___ Communicatively Handicapped

6.___ Physically Handicapped 7.___ Severely Handicapped

8.___ Other (Specify_____

It is recognized that there is a wide variation in the duties of instructional aides in different school situations. However, in answering the following questions please indicate what you consider to be the minimum acceptable levels of knowledge and abilities that instructional aides should have in order to work effectively under the direction of a credentialed teacher in a special education program.

Circle the number which reflects your opinion. 1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
5. Don't know

Circle one answer only.

Special Education Instructional Aides should:	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know
10. Have a basic understanding of child growth and development. (e.g. Physical growth, learning processes)	1	2	3	4	5
11. Have a working knowledge of state and federal laws related to Special Education. (PL94-142, California Master Plan)	1	2	3	4	5
12. Understand and abide by laws regarding confidentiality of information concerning students.	1	2	3	4	5
13. Know the purpose of the IEP (Individualized Education Program), and how it is developed and carried out.	1	2	3	4	5
14. Participate in Individualized Education Program meetings.	1	2	3	4	5
15. Understand the differences between the roles and responsibilites of the teacher and the aide.	1	2	3	4	5

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know
16. Interpret educational assessment and achievement tests.	1	2	3	4	5
17. Be familiar with and understand the curriculum, teaching methods and instructional materials appropriate for the students with whom they work.	1	2	3	4	5
18. Give educational assessment and achievement tests.	1	2	3	4	5
19. Have a basic understanding of the causes and characteristics of the specific handicapping conditions of the students with whom they work. (e.g. Cerebral palsy, learning disabilites, deafness)	1	2	3	4	5
20. Prepare teaching materials appropriate for lesson plans developed by the teacher. (e.g. Eye-hand coordination, word study)	1	2	3	4	5
21. Carry out appropriate instructional activities for lesson plans developed by the teacher. (e.g. Large and small muscle coordination, math)	1	2	3	4	5
22. Give approved medication when instructed in writing by the parent or guardian and the appropriate school authorities.	1	2	3	4	5
23. Respond appropriately to seizures or other emergency situations related to the handicapping conditions of the students with whom they work.	1	2	3	4	5
24. Give first aid treatment.	1	2	3	4	5
25. Recognize unsafe conditions and take appropriate action to remedy these.	1	2	3	4	5
26. Take responsibility for managing disruptive behaviors of students when working with a small group. (e.g. Bothering other students, excessive noise)	1	2	3	4	5
27. Carry out classroom discipline procedures consistent with those of the teacher.	1	2	3	4	5
28. Follow and implement a schedule established by the teacher.	1	2	3	4	5
29. Observe, collect and report (to the teacher) information concerning each student's performance in activities which the aide directs.	1	2	3	4	5
30. Observe, collect and report (to the teacher) information relative to each students state of health. (e.g. Fever, cold, seizures)	1	2	3	4	5

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know	
31. Perform housekeeping duties such as cleaning blackboards, mixing paints, attending to physical needs.	1	2	3	4	5	
32. Perform clerical duties such as duplicating materials, taking roll, etc.	1	2	3	4	5	
33, Supervise students in non-instructional activities such as recess, toilet, going to the bus or cafeteria,etc.	1	2	3	4	5	
34. Know how to use behavioral objectives written by the teacher.	1	2	3	4	5	
35. Determine when behavioral objectives have been met.	1	2	3	4	5	
36. Write behavioral objectives.	1	2	3	4	5	
37. Give appropriate information to parents concerning their child's educational performance and behavior.	1	2	3	4	5	
Please answer the following questions to the best of your knowledge as it relates to your child's classroom. Circle one answer only.						
39. The major part of an instructional aide's time should be spent on individual or small group work with children.	1	2	3	4	5	
41. The major part of an instructional aide's time should be spent on clerical tasks such as duplicating material, filling out forms, taking roll, etc.	1	2	3	4	5	
43. The major part of an instructional aide's time should be spent on cleaning blackboards, tables, floors etc.	1	2	3	4	5	
45. The major part of an instructional aide's time should be spent on preparing instructional materials.	1	2	3	4	5	

PART 2 - PARAPROFESSIONAL TRAINING

The following questions relate to the amount and types of training instructional aides should have to comply with federal and state mandates regarding effective delivery of individualized special education services.

Please answer to the best to your knowledge.

Circle one answer only.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know
46. Aides need no special training to perform the duties required of them	1	2	3	4	5
47. Some training of aides should be required before they are employed. (Pre-service training)	1	2	3	4	5
48. Aides should be required to attend classes, workshops, etc., after they are employed. (In-service training)	1	2	3	4	5
49. Training by the teacher(s) with whom an aide is working is the only training an aide needs. (On-the-job training)	1	2	3	4	5
50. A combination of pre-service, in-service and on-the-job training should be required of all aides.	1	2	3	4	5
51. Aides should be classified by levels according to job responsibilities and the amount of training/experience which each has had.	1	2	3	4	5
52. A career ladder for job advancement based on training and experience should be established for aides.	1	2	3	4	5
53. Job seniority for aides should be determined by the amount of training and experience which each has had.	1	2	3	4	5
54. Aides should receive salary increases for specific job related courses taken after they have been employed.	1	2	3	4	5
55. Aides should be certified (licensed) to insure minimum competencies and to establish basic duties and responsibilities.	1	2	3	4	5
56. Inservice training should be required in order for aides to maintain certification (licensing).	1	2	3	4	5
57. Licensing (Certification) of aides would provide greater legal protection for the school districts, administrators, teachers, students and the aides themselves.	1	2	3	4	5

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know	
58. Appropriate use of instructional aides is one of the most cost effective methods of delivering special education services.	1	2	3	4	5	
59. Employing aides for individual instruction enables students with special needs to participate in a greater variety of appropriate educational activitites. (Least Restrictive Environment).	1	2	3	4	5	
60. Using aides for doing clerical work, monitoring, etc., allows the teacher more time for developing student goals and objectives and for carrying out other management responsibilities	1	2	3	4	5	
61. Using aides to carry out instructional activities, as directed by the teacher, results in more individual attention for the students.	1	2	3	4	5	
62. Hiring aides full time whenever possible benefits students by providing consistency of services.	1	2	3	4	5	
63. An aide's job performance is not affected by whether he or she is hired full time or part time.	1	2	3	4	5	
64. Aides would be more willing to take specific training to increase their skills if there were a greater opportunity for full time employment.	1	2	3	4	5	

Comments:

80. What is the primary language spoken in your home?_____

THANK YOU FOR COMPLETING THIS SURVEY

APPENDIX VII

STATE OF CALIFORNIA

DEPARTMENT OF EDUCATION

STATE DEPARTMENT OF EDUCATION · 721 CAPITOL MALL · SACRAMENTO, CA 95814

February 2, 1981

The Office of Special Education has recently funded a research grant to investigate the need for training, standards, competencies and appropriate settings for the implementation of training models for paraprofessionals.

Mrs. Margaret Sewell, who is coordinating this survey in your area, will be contacting you to make arrangements for distribution and collection of the survey forms during February and March, 1981.

The counties, districts and SESRs surveyed will be representative of the northern, central and southern regions of the state and of rural, urban and suburban areas.

In order to give the task force suitable information, responses from a random sample of administrators, teaching staff and parents will be needed.

Any assistance which you or your staff can give to Mrs. Sewall in completing this survey will be greatly appreciated.

Sincerely,

Gordon L. Duck
Assistant Superintendent of Public Instruction
and Director, Special Education
(916) 445-4036

GLD:st

Districts/Counties/RLA's the Task Force on Paraprofessional Competencies and Training wishes to survey:

	Director
Office of the Humboldt County Superintendent of Schools	Dewell Byrd Director, Special Education
Office of the Shasta County Superintendent of Schools	Calvin Rice Director, Special Education
Palo Alto City Unified	Freya Owen Coordinator, Special Education
Oakland Unified	Ann Cato Director of Programs for Special Children
Office of the Merced County Superintendent of Schools	Dr. Michael Coy RLA Director
Office of the Fresno County Superintendent of Schools	George Kaspian Director, Special Education
Office of the Los Angeles County Superintendent of Schools	Harriett Danford Director, Special Education
Orange Unified	Robert Howell Director, Special Education
Office of the Riverside County Superintendent of Schools	Louis Barber Assistant Superintendent Special Schools and Services
Escondido Union High	Elmer Cameron Deputy, Supplementary Education Services
Office of the Santa Barbara Superintendent of Schools	Larry Schram Director, Comprehensive Plan for Special Education

Following is a listing of the samplings needed for the Survey on Paraprofessional Competencies and Training:

EDUCATOR FORMS (Yellow)

10 Special Education Teachers representative of classes in the various areas of handicaps

10 Special Education Instructional Aides

3 Administrators

3 Program Specialists
3 Resource Specialists
3 Speech and Language Specialists
3 Adaptive P.E. Specialists

3 Regular Education Teachers who have "mainstreamed" students in their classes.

(Due to a word-processing error which wasn't caught before printing, anyone other than "Administrator", "Program Specialist", "Teacher", or "Aide" will need to write in his/her title per the attached sample.)

PARENT FORMS (Blue)

10 Parents (It would be helpful if some were from ethnic minority groups.)

I am also enclosing copies of Proposed Regulations for SB 1870/AB3075 which the State Task Force on Paraprofessional Competencies and Training has recommended for Special Class Aide and Resource Specialist Aide.

Thank you for your assistance and cooperation.

Sincerely.

Maggie Sewell

Maggie Sewell
1159 Dorset Lane
Costa Mesa, Ca 92626
Phone: 714-540-7531

MAGGIE SEWELL

SPECIAL EDUCATION CONSULTANT

March 20, 1981

Roxanne Schnell
Administrative Intern
Los Angeles County Schools
Southwest Area Office
10860 Alondra Blvd.
Cerritos, California 90701

Thank you very much for the time and effort which you have given in coordinating the Paraprofessional Competencies Survey for your district. With your help we did receive enough responses in time to prepare the preliminary report for the March meeting of the Commission on Special Education.

We know that everyone involved in special education is snowed under with paper work and greatly appreciate your cooperation and that of your staff and parents.

The State Task Force would like as large a sampling as possible for the final report to the Commission. If you should receive any additional survey forms by March 31, please call me and I will pick them up.

Thank you again.

Sincerely yours,

Maggie

cc: Dr. Harriet Danford

1159 Dorset Lane • Costa Mesa, California 92626 • (714) 540-7531

APPENDIX VIII

Appendix VIII

SPECIFIC SURVEY DISTRIBUTION PROCEDURES

1. A letter explaining the purpose of the task force survey was sent by the assistant superintendent of public instruction and director of special education in each of the counties, the school districts and the RLA designated to be surveyed.

2. Each administrator was contacted by telephone by a member of the survey management team and procedures for conducting the survey were established.

3. A follow-up letter, samples of the questionnaire and a copy of the proposed regulation for S.B. 1870/AB3075, which the task force had recommended to the State Commission on Special Education for special class aides and resource specialists aides, were sent to the administrators or to the persons designated by the administrators to coordinate the survey.

4. In three of the designated school districts, three of the counties and the RLA, a member of the task force survey management team met with the person(s) coordinating the survey, delivered and discussed the survey forms, and established time lines for returning the surveys. As this was not feasible for the remaining districts and counties, the survey forms were mailed ot the respective coordinators.

5. When completed, the survey forms were picked up by the respective survey management team member or returned by mail.

APPENDIX IX

STATE OF CALIFORNIA

PROPOSED TITLE 5 REGULATION FOR SB 1870/AB 3075 (1-9-81)

SUGGESTED TITLE 5 LANGUAGE

3050.1 Standards for Special Education Instructional Aides Utilized in Resource Center Programs

Each special education instructional aide employed to assist a resource specialist shall be qualified and trained as authorized under Education Code Section 56195.3.

(1) Definition

(A) "Qualified" means possessing necessary competencies to assist classroom teachers in the instruction of individuals assigned to that class as verified annually by the Superintendent of the local education agency and approved by the local board of education.

(B) "Training" means development of knowledge and skills through a minimum of 30 clock hours of instruction and a minimum of 100 hours of supervised work experience achieved prior to or during the first year of employment. Training for qualified personnel, which has been approved by the State Department of Education, shall be provided in one or more of the following ways:

1. by a program developed by the local education agency
2. by a program developed by a community college, college, or university
3. by a program developed by career or adult education agencies.

(2) Compentencies

(A) At the end of the first year of employment, the special education instructional aide will demonstrate proficiencies in the following areas:

COMMENTARY/RATIONALE

SB 1870, Article 4, Section 56362 (d) states that each resource specialist shall be provided with one or more instructional aides. Title V, Section 3113 (d) states that each special class teacher shall be assisted by an instructional aide. In addition, the 10-10-80 draft regulations, Section 3053 states that a special class shall be provided with an average of one instructional aide with additional aide time provided depending on the severity of the handicap. The intent SB 1870, Article I, Section 56001 (n) is that all staff be qualified.

Section 56001 (o) further states that special education personnel are adequately prepared to provide instruction and services to individuals with exceptional needs.

Under Sections 56721 and 56722 instructional aides are categorized as Instructional Service Personnel. Section 56195.1 requires that the Superintendent of the local education agency submit a staff plan demonstrating the availability of qualified certificated and classified personnel. It also requires a description of district efforts to employ and train qualified certificated and classified personel. Instructional aides are being given increased instructional responsibilities since the passage of PL 94-124. Under the provisions of the Education Code, Section 45343, instructional aides may assume instructional responsibilities under the supervision of a certificated employee. Title V regulations, Section 12069 stipulates that the activities of the instructional aide shall be directly related to the instructional program.

1. knowledge of child growth and development
2. knowledge of the laws related to Special Education (PL 94-142, AB 1250, SB 1870)
3. knowledge of the laws related to confidentiality
4. knowledge of the purposes of the Individualized Education Program and how it is developed and carried out
5. knowledge of the causes and characteristics of the specific handicapping conditions of the students with whom he/she is working
6. knowledge of the differences between the roles of the teacher and the instructional aide
7. knowledge of the curriculum, methods and materials appropriate for the students with whom he/she is working
8. preparation of teaching materials appropriate for lesson plans developed by the teacher
9. ability to carry out lesson plans devleoped by the teacher
10. management of student behaviors when working with a small group.

(B) Additional competencies may be required by the local education agency as deemed necessary to a specific job description.

(3) All instructional aides employed before September 1, 1980 that have demonstrated proficiency in the areas listed in (2) may be verified as competent by the Superintendent of the local education agency and approved by the local board of education.

Few local education agencies presently require pre-service instruction and/or supervised classroom experience. Few have any formal in-service training based on predetermined competencies.

A statewide survey is being conducted regarding training and competencies. It will be completed by February 1, 1981 and the results will be available to all concerned agencies.

Training for special education instructional aides is a high priority of the U. S. Office of Education. The Bureau of Education for the Handicapped has set aside over one million dollars annually for the purpose of establishing training models throughout the United States. In 1980-81, 42 such projects were funded, three in the State of California. In addition, BEH has funded the National Resource Center for Paraprofessionals in Exceptional Student Education.

A report of the National Task Force cites the need for training paraprofessionals in Special Education as has already occurred in other related human service fields (medicine, dentistry, mental health, physical and occupational therapy, law). The following is a quote from this task force:

"As in many other occupations that require persons engaged in human services to meet certain standards of training and experience, standards for paraprofessionals need to be developed to insure quality and afford legal protection as well. Also, criteria are necessary to insure that teachers and paraprofessionals are adequately prepared to sharing classroom duties. The individualized education programs (IEPs) mandated

by law have necessitated a change in the role of the special education teacher. The teacher's time is now devoted more to criterion testing, determining goals, and managing students' learning activities. In the management role, teachers often assign teaching tasks to paraprofessionals, which requires that the latter be appropriately prepared. Also, as a component of the least restrictive environment thrust, paraprofessionals are being utilized to aid students in making the transition to regular classroom settings."

According to William Smith, US Commissioner of Education (May, 1980) in referring to the paraprofessional aide, "...if all children can develop mentally, physically, and socially, then the adults responsible for helping this growth to occur must possess the necessary tools and attitudes. The best way to expand and hone those they already possess is through more and better training."

3053.1 Standards for Special Education Instructional Aides in Special Classes. Each special education instructional aide employed to assist a special class teacher shall be qualified and trained as authorized under Education Code Section 56195.3.

The balance of this Section is to be worded identically to proposed new Section 3050.1 with the exception of adding another competency:

(K) Knowledge of first aid, appropriate response to seizures and other safety measures as appropriate for the specific educational setting.

APPENDIX X

APPENDIX X

Supplementary Data Results

An analysis of all the supplementary data that was gathered from those organizations and school districts listed in the acknowledgements that were not actually a part of the study sample strongly support the findings of this study.

Because the survey forms were dissimilar (field test forms) or were conducted after the conclusion of the study, the results were not put in the computer. They were hand tabulated. In addition to the field test, respondents enumerated in the Methods of the Study and additional 12 administrators, 27 teachers, 19 aides, 7 DIS, and 3 parents were surveyed. However, when analyzing the competencies and the needs for training the results were almost identical. A split (40-60%) occurred in competencies relating to administering medication, participating in IEP meetings and determining when behavioral objectives have been met.

There was a strong disagreement that aides should interpret tests, write IEPs and give information to parents. However, on the item relating to giving tests, where the survey sample disagreed, the supplementary group were split.

Needs for training were substantially the same as the study sample. Respondents strongly disagreed that no training was necessary (95%) while they strongly agreed (96%) that a combination of pre-service, in-service and on-the-job training should be required.

This supplementary information supports the recommendations of the Task Force.